

Thesis for the Degree of- Ph.D.

PERSONALITY ANALYSIS

from the

CLINICAL POINT OF VIEW

by

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PERSONALITY ANALYSIS FROM THE CLINICAL
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INTRODUCTION.

Clinical Psychology has a most promising future if properly developed and directed. In too many places prejudice is created against it by psychologists who know nothing of clinical method. They do mental measuring and call it clinical psychology. The medical profession has come to recognise the unusual possibilities and great need for helping maladjusted individuals. Along with the new interest in preventive medicine, the psychologically trained physician is giving serious thought to the prevention of behaviour disorders. The psychiatrist gets results in this field because he has been taught to interpret human conduct as an integrated whole and to look for the dynamic factors, or the motivations and emotions of children and adults. Psychologists have been too concerned with mental abilities alone and neglected too long the affective side of human behaviour.

This paper is presented as a scheme for clinical procedure in a psychological clinic. Its original basis is the purely psychological clinical method developed by Professor Witmer and others, complemented and supplemented by the procedure psychiatrists use in the study of the personality of their patients. It is a response to the feeling of many, that the time is ripe for a logical and systematic presentation of the non-psycho-analytic clinical method in psychology.

The facts, the arrangement of material, the points of emphasis, and the technique of the analysis, have been determined by the writer's experiences in the intensive individual study of hundreds of children and hundreds of adults - the latter in connection with personal maladjustments, vocational guidance and the selection, promotion, and executive reorganization of business and industrial personnel.

Personality, in this paper, is considered as the total effect, total impression, total impact, that the organism, as a whole, makes on other human beings. It includes what are commonly called temperament traits, physical characteristics and capacities, as well as mental abilities.

It is a practical outline. Theoretic^{al} soundness has been given due consideration but fine distinctions cannot always be made. Clinical psychology is a field to which academic psychology has given comparatively little attention; in which it has made only limited differentiations and applied few experimental methods. Professor Witmer^X distinguishes between intelligence and intellect for clinical purposes. Although psychologists may doubt if there is such a fundamental distinction in mental processes, in clinical work many such practical distinctions have to be made. Those with experience in clinical work know that there is such a differ-

^X Professor Witmer's distinction may be roughly expressed by defining intelligence as the ability to solve problems (social, economic, marriage, vocation, etc.) and intellect as the ability to acquire and organize knowledge.

ence (as Witmer describes) from the point of view of observed behaviour. Intelligence and intellect may be two phases of the same process. They may be ^{like} two views of an arc. Looking at an arc from one point of view makes it concave, observing it from another point of view makes it convex. The clinical psychologist must note whether the behaviour is concave or convex, so to speak, if he is to paint a reliable and useful clinical picture of the individual studied. He must note that some individuals absorb and retain knowledge readily but solve poorly the problems of living and succeeding, and that others are poor in intellectual activities but brilliantly successful in accomplishing what they want.

No outline is too comprehensive if it does not include non-essentials. Recommendations, and treatment of a patient are not justified unless the problem, and the person with the problem, and the environment in which he must function, are thoroughly understood. An undetailed outline is useless for unskilled clinical psychologists. If they do not have in mind, and do not look for the many potentially important factors in the personality and environment of the person being studied, they will err in diagnosis because they will fail to uncover the vital factors or they will be led astray by apparent and partial explanations when the answer lies deeper and is more complex. No one having a right to do clinical work will go through all the items

listed and discussed in the paper. He will use his past experience to guide him to the important factors in the particular individual before him. He must, however, be conscious of the many other possibilities, and feel satisfied that he has not neglected something that may be vital. Not to have a detailed outline would require a different guide for each subject studied. All the facts emphasized in the paper and the items in the appendix have had bearing on the diagnosis and treatment of an actual problem of real persons. Facts have not been included by chance or as the result of speculation alone.

The length of time it takes to make a personality study depends upon the success with which the patient conceals the real problem and the extent and complexity of the experiences of the subject. Children and simple adults take three to four hours, complex and superior individuals take five to ten hours. If the problem is not important enough to spend that much time upon it, it cannot be very serious. Psychologists and psychiatrists stand to make or mar the happiness of those with whom they work. They are not gods who are privileged by a toss of a coin to break or make habits, alter ideals, change environments, create new hates and loves, without sufficient knowledge to feel reasonably certain, that they understand the person they are trying to help; that they appreciate his problems, and are able to direct him to a more successful and happier life.

There is considerable overlapping under the various headings. This does not mean that the same information must be secured several times. The overlappings indicate that the same information must be viewed and evaluated from a number of directions. Mental processes, emotional experiences and physical responses are not unit experiences. The organism responds as a whole. It is not possible to separate completely, social conduct from emotional experiences or ideas from physical reactions. Then too, the same facts may be important as a matter of etiology, adjustment or therapy; the same terms may apply to a number of abilities or emotions or combinations of these. Therefore some of the same or similar facts must be given under more than one heading for purposes of completeness and clarity.

The paper is divided into two parts. The first part covers information that may have to be secured if reliable judgments are to be made; the second part is concerned with factors that must be described and evaluated.

The facts provided by the interview are classified under seven headings - Family, Early Developmental, Educational, Social, Vocational, Emotional, and Health History. The description of the personality of an individual is divided into three parts - Cognitive, Affective, and Physical Factors. An appendix is added, giving in brief outline form all the essential facts of parts one and two.

The writer is indebted, for facts and ideas, to helpful and stimulating associates and to the various history and personality outlines used by psychological clinics and medical institutions. To Dr. Earl Bond, Dr. Edward A. Strecker, Professor ^{LIGHTNER} Witmer, and ^{to} the many friends in business and industry, grateful acknowledgment is due for guidance, stimulation, and the furnishing of opportunities for experience in clinical work. Without Professor Drever's invaluable suggestions and criticisms, the Outline could not have been successfully worked out at this time.

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PART ONE.

WHAT INFORMATION TO SECURE.

Foreword.

The interview is an essential part of any reliable method of personality analysis. The craze for the use and making of psychological tests has created too much optimism for the possibility of devising a purely objective personality test. Although all attempts at an inclusive test for the evaluation of individual capacities and characteristics have fallen far short of their objective, the interest and time spent on character and temperament measurements scales have been more than justified. In fact the time is ripe for a large research staff of a University or psychological institute to embark on a five to ten year research program upon character and temperament tests and measurement techniques. Such a program should include a study of the technique and reliability of interview methods.

The time already spent on personality problems and the time and money to be used in the suggested comprehensive study, will not be profitably spent because an objective personality test will be produced, but because we need more knowledge about so-called character, temperamental and emotional factors, and because we need more objective yardsticks for what might be called specific personality traits. Such tests, as well as those of mental abilities, provide

exact information which can be interpreted in the light of the interview.

The personalities of individuals cannot be measured by any test or group of tests, for two main reasons. One of these is complexity, and the other is the fact that the whole is not the sum of its parts.

The difficulties produced by the complexity of the human organism become obvious after a brief analysis of some of the known determinants of conduct and accompanying phenomena. We know that the amount of energy a person possesses, the muscular tonus, the size and weight of the body, physical peculiarities, toxic conditions, differences in sense discriminations, almost limitless chemical variations, endocrine secretions, the amount and kind of mental abilities, numerous hereditary factors, influences of the physical environment, the effects of other people, the intense experiences of the individual, the shadings and promptings of the inner mental life, all determine personality and conduct. To make a test or tests for measuring different human organisms, there would have to be tests for all the above^{mentioned} factors and many others not mentioned. Furthermore, what of the infinite number of combinations and interrelations of the various factors? That leads us to the second objection.

The influence of the physical sciences tended to make the quantitative method the preferred method in all scientific work. However, the physical sciences themselves

have become or are becoming dynamic, but many physiologists and psychologists are still trying to explain life and conduct by a mechanistic formula. So much sensory discrimination plus so much memory, plus so much imagination, plus so much aggressiveness do not make a general or an executive. An ability or defect is not good or bad except in relationship to certain kinds and amounts of other abilities and limitations and aspirations, and conditions of the environment, If a man 'X' could be said to have 80% aggressiveness and another man 'Y' 50% aggressiveness, it would not follow that 'X' had enough or too much aggressiveness and that 'Y' had too little. It is just as apt to be true that 'X' with 80% of the trait, did not have enough and 'Y' with 50% had too much aggressiveness. 'X' might be an individual with superior intelligence, good judgment, excellent emotional control, and be surrounded by inferior and domineering men. Under such conditions, and depending upon the goals that motivate his life, 'X' may need more of the measured trait. 'Y' on the other hand, may have poor judgment, or lack tact, or be excitable, excessively suggestible, or surrounded by mild sensitive men, and therefore have too much aggressiveness. Reliable tests of all the more usual personality traits would be useful but meaningless except as interpreted in relationship to each of the other traits and abilities, and past experiences, and purposes possessed by the individual. The relating, the interpreting, can only be done in light of the interview. Measured

abilities and traits are good or bad, too much or too little, in view of the past experiences of the individual, the motives driving him on, his conditioned reactions, and the environment with which he has to cope.

The danger of too much detailed information, whether secured in an interview or by tests, might well be stressed, before considering the information that should be secured. Many a scheme for clinical diagnosis and personality study, has had to be discarded because of too much detail which was not relevant and was confusing. One important step in a successful clinical analysis, is the obtaining of a broad outline - a picture of the main structures - a view of the unified pattern of the personality under investigation. The first orientation of the examiner should be determined by the questions: what are this person's wants? and what are the tools available for the attainment of these desires? The steps that must be taken and the information that must be secured in order to answer the two questions will be discussed in the pages that follow. Some of the details that may have to be added to ^{the} main pattern, brought into relief by the analysis, have also been included in the outline. After the determining factors are uncovered, more details may be necessary to demonstrate degrees of difference; to bring out fine qualitative distinctions that make for individuality; to emphasize ordinarily insignificant abilities and traits or their absence, which have special meaning because of unique

aspirations, unusual experiences, and peculiar present environment. Specific facts are necessary in order to get the broad outlines; varying detailed facts are important as a check on the accuracy of the fundamental structures made apparent by the analysis. If the accurate details uncovered do not fit into the main pattern of the personality evolved by the study, there is something wrong with the pattern. What details are secured, depends upon the experience of the examiner and the adequacy of the main features in explaining the specific facts already obtained.

A question and answer method of interview is never satisfactory. Aspirations, ideas, and experiences must be given appropriate shadings, qualifications, and settings, to be meaningful and understandable. Questions may have to be asked, but simply to start the subject talking about a particular experience or period of life. After the recital of the main facts of the individual's history, enough will have been uncovered to form a general outline. Then it is necessary to go back and encourage more discussion of the experiences apparently most influential in shaping the personality of the subject.

Family History.

Family traditions, family standards, family attitudes, influence personality development and help determine the values accepted in later life. A family that prides

itself upon its descent from William the Conqueror, a family that is conscious of its continued contribution to the leadership of the state or country, will accept particular forms of training and environment as the only suitable ones for its younger members. To suggest revolt against the established order of things to the offspring of parents whose ancestors for generations have been "standpatters", can be as ridiculous as recommending children to the sterile, or domestic service to the nobility. It is not uncommon to hear that a "Jones" never gives up or a "Campbell" never kept a shop. On a recent ocean crossing a lady of noble birth explained her regular absence from her dining room table, by exclaiming that she "will not eat with a bunch of damn shopkeepers". The other members at the table were business men from her country. In the United States there is a toast which goes like this: "Here's to dear old Massachusetts, the land of the bean and the cod, where Lowells speak only to Cabots, and Cabots speak only to God". It is easy to understand the furore that a parody on the toast caused among the two families. The parody, printed in a newspaper, started off as the other: "Here's to dear old Massachusetts, the land of the bean and the cod, where Lowells speak only to Cabots", and then the rest of the toast was changed to: "and Cabots speak Yiddish by God!" The persistence of the clan spirit in Scotland is another illustration of the influence of family traditions

and attitudes.

An interview should start at any point in the subject's history which will arouse interest. For purpose of systematic treatment, a logical order of classification is used. That is the reason for starting the paper with family history. Usually it is not necessary to go beyond the grandparents, in order to learn enough facts to decide if detailed exploration is needed of the material under this heading. Information on the VOCATIONS, and EDUCATIONAL, SOCIAL and ECONOMIC POSITION of the GRANDPARENTS, begins to create the frame work which will assist in the understanding of the parents and the subject. How do the parents' positions compare with the grandparents, with aunts and uncles? Was either parent the superior, inferior member, or "black-sheep" of the family? These are some of the questions which should have answers in the mind of the examiner. In a similar way facts should be got about the VOCATIONS and POSITIONS of the PARENTS. Were the vocations in keeping with educational attainment? Did the mother work before marriage? Is there prejudice against women engaging in gainful occupations? More specific knowledge of the immediate family may be necessary, as for example the AGES, SCHOOL STANDING, VOCATIONS of BROTHERS and SISTERS, the relationships between them, and the AGE of PARENTS at TIME of SUBJECT'S BIRTH. It is quite possible that an adolescent is ashamed of a sibling's vocation or that his or her vocation-

al choice was decided through imitation and identification. A lack of confidence may be due, in part, to a brother passing the patient in early school life, and a pronounced hate may have arisen from the overpraising of a brother's or sister's talent or conduct. There are clinic cases where general inferiority seems to be due to weak germ plasm from an aged father or from a mother exhausted by too frequent child bearing. The incidence of Mongolism among the last children of extremely large families is quite high.

The things of which the family are proud, the ATTITUDES of the REMOTE and IMMEDIATE FAMILY upon social, moral, economic, and political questions, can often explain the patient's attitudes towards these questions. It is easy to understand the loathing with which some people view criminals, prostitutes, or reformers, if we know how the family looked at these callings. It is no more difficult to explain the absence of indignation in these directions, if parents or respected relatives held friendly or indifferent ideas on matters of dishonesty, immorality. Children of parents who have lived in an environment where lying and stealing were necessary for existence or were habitual, steal and lie as naturally as they grow. Among many of the negroes in the United States, it is natural to have illegitimate children. There is no social disapproval from their fellows. A Negro mother, the paternity of whose children

was different in each case, explained without any feeling of guilt that she had experienced matrimony but not ceremony.

The child's personality is developed, retarded or warped by the attitudes of the adults in the family toward the child, toward each other, and by the treatment to which the child is subjected. The sins of mothers, aunts, and grandmothers are certainly visited upon the children. A child reared in a family where there is LAX or no DISCIPLINE cannot be expected to have developed self control or acquired respect for authority and law. When it does not get what it wants it is baffled, resentful, or enraged. This condition can be further accentuated by INCONSISTENT DISCIPLINE. No discipline is probably better than inconsistent discipline. The former may develop a free, natural, individualistic person but the latter is certain to distort the mind or kill the spirit.

The suggested varied effects of lax discipline illustrate a very important point for the clinical psychologist. It is that no set of similar circumstances produces the same results with separate individuals. Experience will make the examiner aware of a number of more common effects of certain kinds/^{of} stimuli. These general concepts will be very useful. Which of these can be anticipated in a particular case will become evident from the facts uncovered. Another point worth emphasizing is that the same results may be produced by different causes. A person lacking self control may be uncontrolled because he had lax or inconsis-

tent discipline or he may be so because of later experiences, or because of thyroid disturbances. The thing to do is to collect the facts, obtain a description and appraisal of early inner experiences and of environmental conditions, and then place this information against the reported or observed behaviour.

Another fact that should be elicited is the presence or absence of FAVORITISM. It is not only important to know if there was favoritism but also if the child felt it was unfairly treated. A feeling of UNFAIRNESS in respect of attention or favors may develop sulkiness, or hate of the favored person and anybody identified with that person, or negativism, or suspicion of the motives of people; or it may contribute to fantasy as a means of obtaining the satisfactions which were denied.

Probably one of the most common etiological factors in the disorders of persons consulting psychologists and psychiatrists, is "SPOILING" or overprotection. Parents, to satisfy their own selfish desires, constantly fondle their children, and thoughtlessly make a fuss over the smallest pain, and guard against the least of dangers. The outcome is emotional infantilism in later life, unsatisfied desire for constant attention and sympathy, sensitivity to the slightest of unpleasant experiences, and fear of all difficulties and unavoidable dangers. The child, as an adult, always wants to be safe, shrinks from everything disagreeable,

and withdraws from the outside world that seems unkind, into the realm of fantasy which remains the childhood world.

Some parents do not seem to think that they have any responsibility for the training of their children or they are too selfish to give the time and thought necessary to proper training of children. If later in life a boy or girl exhibit strange habits or a servant's ideals, there should be no cause for surprise in cases where care and TRAINING has been LEFT TO SERVANTS or nursemaids. Nor should these parents complain that the children do not show them much affection or display sympathy with parental habits and interests and hopes. When there is a lack of love and loyalty in the family group, the examiner must first look to the early periods of life for possible explanations.

Many mothers and fathers are heartbroken because their children are quarrelsome and irritable, or jealous or deceitful. They do not realize that example is more powerful than instruction. Was it Emerson who said "Your conduct speaks so loudly I cannot hear what you say"? The child and adult may only be the image of the father and mother in many of the character and temperamental traits later condemned. The subject's reactions to others in society may only be a reflection of the RELATIONSHIPS BETWEEN Parents and other members of the family. Where the problem for solution is an emotional one, care must be taken to discover if there was JEALOUSY, QUARRELLING, NAGGING, IRRITABILITY, VIOLENT

EMOTIONAL OUTBURSTS, and LACK of LOVE and TRUST between parents and between brothers and sisters. Sometimes, instead of accepting as natural such responses in oneself in later life, there may be a violent reaction against similar conduct. It is analogous to some children following the parent in drunkenness and others acquiring a ^alothing for drink and everything associated with it. The violent prohibitionist frequently comes from a drunken home. Unusually violent emotional reactions against or for certain objects or persons or experiences, are compensations for a lack, or the revolt against unhappy experiences.

Interests are partly determined by native capacities and accidental experiences but superimposed upon these causes are the INTERESTS, and activities and HOBBIES of the FAMILY GROUP, to which the child was exposed. Living in an atmosphere of books and reading may stimulate a child in the same direction or if the interest and absorption is overdone, it may develop distaste for literature. Whether the interests of those surrounding the subject predisposed him for or against these interests will not be difficult to discover, if the examiner knows what these interests were and whether the person possessing the particular interest was liked or disliked by the individual being examined. It is also important to know what activities were encouraged, frowned upon, approved and disapproved by the respected members of the

family and the social group of which the subject was a member. Social and recreational activities of the family may also account for a person's sociability, capacity for play, the lack of these, as well as many of the personality traits which go with social facility and playfulness.

Finally, it is important to know WHEN each PARENT DIED, if either or both are dead. The years without a mother's or father's influence may have had far-reaching effects. A girl may grow up without a satisfactory appreciation of men and never learn to be comfortable with them, or she may develop unusual feelings of "at homeness" with men because many men called on the mother and gave the child attention and affection. She may have acquired the habit of spreading her affections over large numbers of males, instead of concentrating her love on one or very few persons of the opposite sex; or she may have developed a preference for older men and therefore be unable to become interested in youths of her own age. A boy without a mother may develop similar reactions to women, and lacking a father may become more than ordinarily attached to the mother. He may develop tastes and habits which will cause derision by other boys and men because his likes and dislikes and mannerisms are too feminine. Or again, the absence of the father may develop to an usual degree, a feeling of responsibility and thrift and reliability, and too much responsibility can stop prematurely the development of personality.

If the father's death produced economic changes, that should be discovered. The emotional effect of the loss of parents or brothers and sisters, will be considered under Emotional History.

Early Developmental History.

Experiences of infancy and early childhood lay the foundations which determine future growth and development. ^{experiences} ^{the effects of} Some of these/are only incidental while/others persist and explain subsequent behaviour. A child who is BREAST FED is apt to thrive better than a bottle-fed baby. Many mothers and physicians find it difficult to discover a feeding formula which agrees with the infant. Poor digestion, malnutrition, and nagging, in connection with feeding, may be accounted for on this basis. Too late transfer to solid foods may also have affected health. Then there are the problems of WEANING and the prolongation of the desire for infantile relations.

The AGE of WALKING, TALKING, TEETHING, and when "HOUSE BROKEN", are reliable signs of physical and mental growth and retardation. Walking from 10 to 16 months and the acquisition of habits of cleanliness from 15 to 24 months, show normal development. A very heavy child will be slower in learning to walk, and an improperly trained child may not be "house broken" ^{until} ~~till~~ a later age. Talking generally begins between the first and second year. Here

again it is important to know if the mother was helpful in the development of speech. A child whose wants are anticipated, will have no inner urge to use language, and one exposed to "baby talk" is apt to speak poorly. Infants living and playing with older children, usually talk earlier than those raised with adults only.

Enuresis may be caused by physical conditions, psychological factors, or faulty training. Psycho-analytic literature is helpful in the understanding of the psychological factors and common sense will explain the possible results of improper training. Wetting of clothes and bed may continue as a habit, and drinking at bedtime, not "taking up" of the child at night may make correction of the habit very difficult. It is almost needless to say that the examiner should secure information about the methods employed for the correction or attempted correction of enuresis.

PECULIARITIES of EATING and CONDUCT, physical mannerisms of early and later childhood should be noted. Frequent REPETITIONS of the same questions or WORDS: HITTING of the HEAD on table, bed, or wall; SWAYING back and forth; STAMMERING; nervous TWITCHINGS; NAIL BITING; DESTRUCTIVENESS^{and} CRUELTY, may have been the early symptoms of physical, neurological, sexual or emotional disorders. It is well to learn if unusual habits and mannerisms were acquired by imitation of either parent. It is advisable

to see both parents in order to judge the effects of imitation and to collect facts on the early life of the child. Mothers tend to suppress unconsciously or consciously, facts derogatory to the child and information concerning their own faults. In the case of adults it is frequently necessary to depend upon the subject's or patient's own story. There is great advantage in obtaining collateral information on the whole history from several members of the family, in order to check one against the other, and in order to appreciate the atmosphere of the home. The writer recalls the case of a boy of sixteen whose problem was unintelligible even after interviewing both parents. A visit to the home threw light into dark places. Interrelationships in the home were the vital factors.

Later problems of fear, dependency, spoiling, absence of confidence, lack of initiative, sulkiness, etc., can often be explained only on the basis of early training. It is understandable that a child who always SLEPT WITH SOMEBODY, with the LIGHT ON, or with an adult holding its hand until it fell asleep, would be dependent or fearful. It is not irrational to suppose that a child who was OVERFONDLED, its WANTS IMMEDIATELY SATISFIED, regularly "SHOWED OFF" to others, will be infantile, over-affectionate, given to temper tantrums, and too desirous of attention. Some parents seem to be able to say nothing but "NO" and appear to delight in saying that the child is dull and worse than

a brother or sister or neighbour's child. UNFAVORABLE COMPARISONS usually prompt the child to live up to its limitations and faults. Children learn by doing. They gain confidence and self-reliance by accomplishment. The examiner will be well repaid for all the facts he collects about early training. Habits are more important than will. That is why lack of UNIFORM TREATMENT BY BOTH PARENTS can be so disorganizing in the life of a child and boy and girl.

EARLY SEX MANIFESTATIONS must not be neglected. These may be the beginnings of more serious behaviour later. What information is passed on to the child in matters of sex may also be important in understanding conflicts and attitudes of more mature years. Frank and honest handling of the natural interest in the body and sex is a blessed heritage to bequeath to later life.

Educational and Intellectual History.

Entry into primary school is usually the first step into a formal social group. Attendance at institutions of higher education not uncommonly requires the first removal from direct parental supervision and guidance. It exposes the student to an onslaught of new facts and conflicting beliefs. University life involves adjustment to a primarily adult society.

EDUCATIONAL PROGRESS is a good index of mental growth and reliable tests of mental abilities make it possible

to predict potential educational progress, as well as contribute to the understanding of the individual. OBJECTIVE TESTS not only give valuable information but also serve as a check on a teacher's and an examiner's judgment.

It is also well to get the subject to make an evaluation of himself. This discloses abilities and characteristics which may otherwise be ignored. While making a SELF-ESTIMATE, the subject should be urged to indicate the PHILOSOPHY of LIFE and the ATTITUDES, which show the direction in which he is going and makes clear the values which explain his experiences.

Considerable attention should be given to a number of primary and secondary school experiences. These are the facts on which judgments of social adaptability and emotional characteristics can be made in part, in addition to the main purpose of determining educational and intellectual progress. Probably the first bit of important information to be secured is the AGE at which the child STARTED SCHOOL. A boy or girl entering school a year before the usual age, and making normal progress, will ordinarily be a year ahead in school progress. The year of advanced standing cannot be interpreted as a sign of intellectual superiority. In the same way a child with an intelligence quotient from 90 to 100, who started school a year later than the usual age, should not be considered mentally retarded simply because it is a year behind other children. On the other hand, if a child's "I.Q."

is considerably above one hundred, lateness in beginning school should not be reflected in school retardation in later school life. Unless there are other interfering factors, such a child can always be expected to be up-to-grade. In fact, children tending to be above average in intelligence and those who definitely are superior, acquire the requisite academic knowledge ^{more} quickly and with less effort, when exposed to classroom routine later than the usual beginner's age. The constant drill and routine in connection with facts which do not interest the young child, and insistence upon mental operations which it does not need in its normal activities at the time, do more harm than good. These children develop conditioned dislikes of school, and particular subjects; they use up endless amounts of energy learning by rote what means nothing to them at the time; they cultivate memory with no time left for the development of investigatory, reasoning, and imaginative capacities. Some of them, it is true, will rebel against the uninteresting and become day-dreamers or truants. The clinical psychologist must always be alert to the possibility that the truant is a superior child or the non-intellectual child whose abilities are more practical and manual. In reference to imagination, it should be noted that the day dreamer is keeping alive some spirit - a spark of originality, and is therefore fortunate, but what a pity that we should have children and adults adjusting to life only in fantasy, when they could be trained to control

and direct their imagination to the actual attainment of the things they crave. Can our mass educational systems turn out only two different products - the unthinking, non-originating, spiritless memory machines, and the non-acting, introspective day dreamers?

Information about CLASSES SKIPPED and REPEATED is necessary to proper insight into the facts of school retardation. That, however is not its only value. From the point of view of personality development, other deductions can be drawn from the information. The boy skipping a class may begin to develop a superiority complex; or it may show ^{that he has} studied very hard because of an inferiority feeling in social and physical activities; or the important point may be that he is thrown out of social contact with other boys because his classmates are older and possess more mature social interests. The boy repeating a class may lose heart; he may become lazy or mischievous because of insufficient work; or he may develop a real inferiority feeling.

Many children and adults are over-rated in respect to their intellectual capacities, because the person making the rating does not know the standard of work done at the institutions the subject attended. The interview should provide the NAMES and LOCALITIES of the SCHOOLS and UNIVERSITIES ATTENDED as well as the COURSES taken, GRADES or percentages received, the BEST and POOREST SUBJECTS and SUBJECTS NOT PASSED. Discussion of subjects studied, and

the quality of work done in them, will point to both interests and abilities. High "marks", low "marks" or failures do not in themselves prove interest, ability, or the lack of these. The examiner must discover why the ratings, in the various subjects, were high or low. Frequently in an interview, a pioneer in a particular field of adult endeavour will furnish a history of failure in the subject most directly related to his career. The answers to the "whys" of school subjects and quality of work^{done}/in them, may be the keys to the characteristic factors of a particular personality.

EXTRA-CURRICULAR ACTIVITIES, as represented by school clubs and societies, class organizations and sports, are a real part of educational history. Many students are most stimulated intellectually and personally by these non-classroom activities. It is very important to find out what the subject, as a student, did and enjoyed, and to what degree he succeeded or failed. Success in sports may have been the means of acquiring "team spirit" -(the habit of co-operation), the desire for leadership, or the habit of neglecting studies. It is well to know if an educational institution over-emphasizes sports. Some university graduates, superior in sports, have acquired neither knowledge nor mental discipline. There is a story of an excellent football player who failed in one more subject than the maximum which permitted playing on the team. Like all students he had the privilege of taking re-examinations. He chose chemistry as the subject

he would try again, because he knew that the chemistry professor was very keen on football. The athlete took the re-examination and passed it. When some of the chemistry professor's colleagues expressed surprise at the result, the professor explained that the passing mark was 50% and that he had only given two questions. Number one question was "Give the molecular formula for water". The student's answer was HO_2 . "That was wrong" explained the professor. The second question asked for the molecular formula of chlorine gas. The student answered: "I don't know that". "That was correct," said the professor.

The STUDENT'S ATTITUDES TOWARD TEACHERS, SUBJECTS, OTHER STUDENTS, and PERSONS of the OPPOSITE Sex, are part of the intellectual history of the person under investigation, although many of the interpretations the examiner makes on these facts, will have to be placed under Social History and Emotional History. Even though NEW IDEAS, and BELIEFS, and mental habits can never be totally divorced from affect, they are a distinct phase of the educational process. Early ideas and attitudes not only become essential parts of later developed sentiments, but they also form the basis of a more or less systematic philosophy of life. The psychologist must discover, not only the present PHILOSOPHY of LIFE, but he must also be familiar with the various changes throughout the developing period, if he is to understand the direction the subject is going and the values that the subject places

on facts and experiences. Goals and objectives are largely affective in nature but the philosophy of life is an attempt at a rational definition of them. Furthermore, an inadequate philosophy of life makes for instability, contradiction, and waste of necessary energy. Subsequent success or failure may be explainable on the basis of the degree of integration of beliefs and actions.

Another useful step in the unravelling of a personality, is an attempted intellectual SELF-ESTIMATE. It will not only disclose unsuspected abilities and characteristics, as previously stated, but it also brings out emotional reactions to experiences and aspirations. The subject may show exaggerations, underestimations, or an astounding lack of appreciation of capacities and limitations. A good procedure is to divide self-estimates into assets and liabilities, and both in reference to present activities and future ambitions. Some traits may be shortcomings, because they are absent or because they are present. Here again, the general clinical rule that abilities and characteristics are good or bad, depending upon other capacities, the present environment of the individual, and his wants in life, must be applied. Too frequently laymen or psychologists evaluate a subject on the basis of their own standards and not the conditions of the subject's personality and mode of life. Some people have turned weaknesses into assets; some require only certain specific

things for their happiness. It is almost surprising how frequently the beautiful but "dumb" woman gets everything she wants in life; how often the crippled man satisfies his desires through the avenues opened by sympathy. In studying superior men and women, it is very important to recognize the fact that people exceptionally successful in a particular direction, can capitalize or nullify limitations. We all realize how easy it is to forgive a cheerful sinner and be attracted to one. That is a case of sin being turned into an asset.

PSYCHOLOGICAL TESTS represent the final essential step in the investigation of the factors covered by Educational and Intellectual History. Objective and standard measurements of the abilities of an individual, are necessary to a thorough understanding of that individual's personality, his school progress or lack of it, his vocational success, and his adjustment to the demands of his social environment. Abilities are the tools available for use in the obtaining of what the organism wants. A person can be considered successful or unsuccessful, only in relation to the realization of his desires. A man who honestly prefers to wear only a loin cloth and live in a hut, is not a failure. However, too many of us claim satisfaction with our lot, not because we are satisfied, but because we have failed to attain what we want; or because we do not have the courage to strive for what we want. In order to adjust to our

failures, we rationalize or compensate. Many a recluse is the product of unconscious flight from social relationships in which he failed.

Our educational system and our organized charities and our fostered ideals of class superiority, do much harm to many with poor abilities. Boys and girls, men and women with mediocre capacities, have drilled into them rote knowledge, which gives them a feeling of superiority and expectancy of success, which their abilities do not justify. If they do not have the opportunities they seek, they become disheartened and unhappy. If they fail, when given an opportunity, they lose courage and may become bitter and rebellious. There are many people with limited abilities, who are consciously inspired by well-meaning folk, to aspire to conditions which for them are impossible of attainment. Reliable knowledge of the kind and amount of abilities a subject possesses is essential for good clinical work.

The psychologist should always secure a measure of the general intelligence of the person studied. On the basis of our present knowledge of tests, it is well to use a linguistic test and tests of a more concrete practical type. Some people are quite limited in their ability to work with language and abstract symbols but are superior in dealing with concrete, observable material and situations. The Binet-Simon tests are definitely the best of the linguistic type for children up to about 15 years. After

fifteen, especially with children of superior intelligence, the mental age and intelligence quotient, become quite unreliable. Tests standardized with more mature subjects and dealing with more mature situation problems are of greater diagnostic value. The usual concrete performance tests, like form boards, become less useful as the age of the subject increases. A form board test should take long enough to provide time for qualitative observations, and for discriminating between chance and intelligent performance. It should be complex and attractive enough to arouse the interest of persons of the age that the subject happens to be. The time taken and number of moves made are not the most valuable parts of a concrete performance test, in the case of better than average adults. In adult society the "how", the method used, in working out problems is more frequently the important factor rather than the speed with which something is done. Watching how something is done illustrates better the ability to see relations than time, when it comes to superior subjects solving comparatively simple problems. Many of our successful people are comparatively slow and deliberate, but the results of their thinking are superior to that of many who appear very quick in solving simple tasks.

SCHOOL ACHIEVEMENT TESTS are useful in the study of school children. Good tests of this nature will often show that a child actually has the knowledge, not only the

ability, to do class work in which the school reports failure. The psychologist must then discover the reason for the inconsistency. Achievement tests, considered along with school performance and compared to general intelligence, will explain why the child is not making better progress, or will suggest the need for further study because of too great discrepancy between good intelligence and poor school work.

Some TESTS for SPECIFIC ABILITIES and special knowledge are always necessary. What tests are used and what abilities are investigated, depends upon the conditions under which the subject functions, and the problem which is the reason for the study. Tests for information, vocabulary, imagery, imagination, apprehension span, memory, speed of mental and motor reactions, muscular co-ordinations, attention, observation, and suggestibility, are useful in many studies. A few of the newly developed "personality" tests are helpful at times. They really serve as a means of securing facts and information, rather than as measures of traits or affects. Emotions and interests are not fixed. They are fluid, always changing, intensified or reduced by particular stimuli under certain bodily and environmental conditions. Trying to tap them by superficial test conditions, with the subject knowing that it is being done, will always remain an attempt and not a measure. Furthermore, as indicated in the Introduction, emotions and

"personality" traits are not much or little, good or bad, except in relation to other traits and abilities, present environment of the organism, and its particular aspirations.

A good clinical worker must also have available specialized tests for specialized abilities and talents and defects. These special tests, as well as a period of diagnostic teaching, are often necessary for diagnosis and prognosis. In fact, a certain amount of diagnostic teaching or treatment are necessary in most cases of unique disorders, before a dependable prognostic statement can be made in regard to them.

Social History.

Civilized life is definitely a socialized existence. The adjustments to individuals and groups are exceedingly important and help explain, in a measure, the intellectual development and emotional life of the subject. Other human beings stimulate, as well as satisfy. HOME LIFE, SCHOOL LIFE and usually, VOCATIONAL, RELIGIOUS, and RECREATIONAL ACTIVITY are forms of SOCIAL BEHAVIOUR. The psychologist or psychiatrist who cannot personally adjust to individuals and groups, cannot have superior insight into the problems of patients.

The early social life of the child is the important period. The early experiences make the more lasting impression and give the "set" to desired and practiced

social behaviour in later life. The examiner should discover the NUMBER of CHILDREN in the FAMILY, and if PLAYING was ALONE, with ONE CHILD, with a GROUP of CHILDREN. The boy or girl who, from necessity or preference, played alone, can be expected to have some difficulty in adapting to other people, or in some cases will over-compensate by desiring constant company. On the other hand, a child who is never alone may be very well adjusted socially, or may not have learned to be ever self-sufficient in work and play. It is a real asset to be able, at times, to enjoy one's own company. The child who plays with grown-ups only, is apt to be spoiled and "babied", or be more mature in ideas and interests than one who plays with children of its own age.

The boys and girls who PLAY WITH OLDER and YOUNGER CHILDREN; children of the SAME AGE; children of the SAME and OPPOSITE SEX, are leading a normal play life. A child who plays with younger children by preference, may indicate by that, slowness of maturity, or a feeling of inferiority because it cannot maintain a position of leadership with equals; or it may indicate a desire to have its own way at all times. Play with older children may be a sign of greater maturity, or a desire to follow rather than lead. Constant association with children of the same sex can account for later inability to understand and adapt to persons of the opposite sex. When boys and girls grow up

together at home and in school, there is a much healthier relationship, especially if combined with proper early sex education. Whatever disadvantages there are in co-education, they are more than balanced by the advantages.

The RELATIONSHIP WITH PARENTS represents another phase of social development. Normal growth of affection and sympathy takes place in an atmosphere where there is companionship between parents and children. The social concepts of the relation between effort and accomplishment, and of the value of time and money, result from conscious training and example. The same holds true for the development of respect for the ideas, and habits, and desires, and "belongings" of others. The person who does not know how to share with others; the person who does not respect the ideas and preferences of other people, probably never had an opportunity of acquiring the necessary attitudes in early life. The question of discipline is another factor in the relationship of parents and children. The ideas and habits acquired in matters of discipline are the forerunners of society's demands in that direction in school and community life. Questions of punishment and law are related to the earlier reactions to discipline.

It is useful to be able to distinguish between native and acquired interests. Discovering if MECHANICAL, CONSTRUCTIVE, SOCIAL or "MAKEBELIEVE" PLAY predominated in childhood, helps to do this. Suggestions for therapy

frequently arise from these observations. The writer recalls the startling case of a boy who persisted in stopping trains by standing on a railroad track, because he discovered by accident that that resulted in attention and a feeling of importance. He was disinterested in school and did poorer work than his mental equipment warranted. The information that the boy always liked mechanical play and enjoyed building things, gave the key to therapy. The provision of a mechanical and woodwork shop and the satisfying superiority in these activities, served as a substitute for the railroad episodes and made for improvement in school work.

The mentally retarded child prefers simple and UNORGANIZED PLAY; the superior child is apt to choose more complex and ORGANIZED PLAY ACTIVITIES.

Social and recreational activities are an index of the extent of social adjustment; of the capacity for breadth in experiences; of the direction and strength of interests, especially in the case of hobbies. Many men can only be understood through a knowledge of their hobbies and forms of recreation. Also the person with limited play interests may develop into a problem case, when work ceases from choice or necessity, or when the enjoyed play activity is not possible. The distress of many retired men can be understood in the light of these facts.

Play and capacity for relaxation seem to be necessary for the development of a rounded personality. Happiness is

possible to a greater degree if an individual is capable of play. Straight thinking and the capacity for greater effort appear to go with the ability to play and with habitual enjoyment of recreational activities.

Clinical problems can arise from the need for CHANGES FROM a SMALLER TO a LARGER educational INSTITUTION or the reverse. Some students become warped personalities because they were big fish in a little puddle who became nobodies in a larger group. The inability to make the adjustment may indicate that apparent superiority was very small indeed. Non-adjustment demonstrates limited capacity. In some cases there is the ability but it has not been developed. Intelligent guidance can make the adaptation possible.

The ADEQUACY and satisfactoriness of the SOCIAL LIFE of an adult with friends, children, husband or wife and people in the community, must be given attention. These are part of the picture of the individual as he or she is now. When what the person is now is compared with early life and aspirations, light is immediately thrown upon some of the conflicts and maladjustments of the subject. Personality is brought into relief by information on the person's relationships with individuals of the same and opposite sex and associates at school and work. It helps the examiner to understand the characteristics of a person if he knows the EDUCATION, INTERESTS, PERSONAL TRAITS and FAMILY BACKGROUND

of the MARRIED MATE or UNMARRIED COMPANION, and of those held near and dear. There is much truth in the saying that we are known by the company we keep. The more probing of intimate relations is avoided, the less reliable is the interpretation of the personality of the person studied.

Vocational History.

The economic necessity for working and the activities incidental to a vocation, play vital roles in the art of living. Vocational factors colour most reactions. They determine probably too much the personalities of individuals. For the student, the taking of a job is the first independent venture into the realities of life, and too often the end of all adventure and originality. He will not be allowed to think; he must follow rules. It is well for the mental health of workers, that most of the originality and initiative they possessed, has been killed by the dull and routine of our "memory educational systems" before entering a vocation. Those who escape our schools with vision and some capacity for thinking, and those whose education was different, become rebels in business and industry. If they rebel successfully we call them leaders and pioneers; if they fail, we call them agitators or send them to mental hospitals. To understand a man as he is to-day, we must not only know the factors discussed in the preceding pages, but we must also know about the JOBS or positions he has HELD and his

experiences in them. This knowledge throws light on temperamental factors, and furnishes indices and checks on problems of ability. A successful man, poor on ability tests, must be studied carefully. Did he succeed in spite of his poor abilities and why? Or, are there individual factors which destroy the validity of the tests?

Some detailed INFORMATION ABOUT the various POSITIONS a man has held, is always necessary. Inefficiency or surprising success may then be explainable on the basis of the kind of work that was done, the methods that had to be employed, and the comparison of these with the abilities and personality of the man. Was the man required to do work he did not like; for which he had no aptitude; in which there was little or no prospect for advancement? The answers to these questions may also provide the reason for lack of spirit and the presence of emotional conflicts. The man who will not consent to be buried for life in mediocre positions, may CHANGE JOBS FREQUENTLY in early life. Was each change an advancement? Did he stay long enough to get all the useful knowledge and experience which the particular job had to offer? Young men will usually say that each change was an improvement, whereas more detailed questioning will show that a change was necessary, because they were poor at the work; ^{because} they were unable to co-operate with others; because they were too honest and fine to put up with bullying and unfairness; ^{because} they were dismissed.

Are there sound and enlightening REASONS FOR CHANGES and NON-PROMOTIONS or is the person quarrelsome, or inefficient, or just a drifter?

Some men are not promoted because they are too useful in their present job; others, because (though they know their present job) they have not prepared themselves for the next job; still others, because of jealousy and favouritism of superiors; and some, simply because they do not have the courage to ask for more responsibility. The man who reports too often jealousy or unfairness as reasons for lack of progress requires careful attention. In most such cases the fault is in the man himself. Too much fault finding may be a projecting of one's own limitations upon others.

The WAGES or SALARIES a person has made in his various positions, aid in evaluating his abilities. Other factors, such as capacity of the particular firm to pay, preference for associates or a community, satisfaction with compensations in prestige and praise, must first be eliminated. On the other hand, too much reliance should not be placed upon the statements of individuals and groups, who claim that they do not care for money, and that those who do, are uncultured. Too often it is a case of "sour grapes", rationalized envy, attempted compensation for an unadmitted feeling of inferiority. Society is willing to pay for what it values, at the rate at which it values an object, a method

an idea, or a service. Of course, if it can secure what it wants without economic expenditure or with very little financial compensation, it will not volunteer to pay beyond what is demanded. Underpaid individuals in business and professions, who provide what society wants, have only themselves to blame. Some people will always feel underpaid, because they value more highly what they have to offer, than does the social group. Either their scale of values is wrong, or society needs educating. Creating desires is educating; increasing desires is educating; both can be called selling.

The influence of financial factors are not to be judged on the basis of wage and salary alone. The POSSESSION of INVESTMENTS, ownership of PROPERTY and an UNEARNED INCOME, are significant facts for the subject and the examiner. Investments may give a feeling of economic security, or prompt toward speculation, or keep alive a fear of losing them. Ownership of property nearly always makes for more personal stability, greater sense of security, and a more pronounced leaning toward conservative, conformed personal and political beliefs. Again instability may be indicated by a habit of SPENDING BEYOND INCOME, persistence of UNWISE DEBTS, and lack of provision for the future by savings or life insurance. The amount of life insurance a man carries can explain much about the man.

The facts of spending, debts, and saving, can readily be misinterpreted. Intelligence rather than rules

is required. The wiser young man may be the one who spends money in making contacts and gaining experiences. Instead of the one who is self-sacrificing and thrifty. A good business man may have debts because he sees the wisdom for expansion or because he can borrow capital for less than he is receiving on his own investments. A large part of business is conducted on credit. The man who pays cash has little opportunity to build up credit.

A man's present job, and things in it that he does well and those that he does poorly, describe in part, the man himself. They reflect his likes, interests, abilities, and adaptability. Vocational guidance and a good personality study of a working adult, require a description of the PERSONALITY TRAITS REQUIRED FOR the man's present or proposed JOB, and a comparison of these requirements with the makeup of the individual. Vocational problems have been considered too much from the point of view of specific abilities for special tasks, and not enough from the point of view of affective or personality requirements of the position. Does the job require persistence or the ability to shift attention rapidly; does the job need a leader or a "driver"; does the job call for care and deliberation or a quick grasp of fundamentals and decisiveness; does the job require enthusiasm and force or mildness and reserve? The examiner and the vocational counselor must pay more attention to the factors indicated by these questions than

themselves to be too kind and sentimental at home - therefore they are the opposite at work. The psychologist studying business personalities will often find that the domineering, harsh superior, is the "henpecked" and ignored husband; or in some cases, the harshness may be an indication of the presence or tendency toward one form of sex perversion. The experienced clinician needs no argument to convince him that personal maladjustments are reflected in the job. It is well however to emphasize the importance of CONSCIOUSLY LOOKING FOR the effect of personal problems upon the required operations and the success or failure in a job.

The struggle for existence, in the present day, is primarily an economic struggle. The facts relating to a subject's vocational career, can be a goldmine of information.

Emotional History.

It is well to pay special attention to unusual and intense experiences, because their influence may be out of proportion to their number and the effects may persist for a long time. An exceptionally disturbing period, from the emotional point of view, is apt to be the years covered by the term "adolescence". It is a time of change and transition. The boy and girl begin to be conscious of becoming a man and a woman. New interests, new impulses, new conflicts arise. The physiological changes, in them-

has been done in the past.

Besides the personality requirements of the job, knowledge is needed of the CHARACTERISTICS OF the PERSONS WITH WHOM the subject is ASSOCIATED and his relationships with these persons. If there is a history of friction at work and the interview discloses that the situation is one where a blunt, direct individual has to deal with an evasive and qualifying man, it is not hard to see why there is difficulty. That a sensitive man should resent a bully, is quite normal. Another fact to be noted is that some men GET ALONG BETTER WITH SUBORDINATES, some with EQUALS, and some with SUPERIORS. Knowing which is the case and knowing something about the subordinates, equals and superiors, throws light upon the characteristics of the person under investigation. Obtain the essential facts about a person's environment and his behaviour in that environment and the pattern of his personality make-up begin to become apparent. That is the main theme of this outline.

The discovery of HOW PERSONAL MALADJUSTMENTS ARE REFLECTED ON THE JOB, is the final step recommended under the heading of Vocational History. It is an important point. The statement made by some people, that what they do or feel away from work has nothing to do with their conduct on the job, is usually a boast or a wish. Those men who seem most opposite in behaviour at home and at work are the best examples of over compensation. They may feel

selves, can be very upsetting. After adolescence, the emotions and sentiments incident to marriage are probably most important. Sex plays quite a dominant role here.

Two parts of the interview are of the utmost importance. One of these, the measurement of abilities, has already been discussed under the heading of Educational and Intellectual History. Psychiatrists, not adept in the use and interpretation of quantitative methods of investigating abilities, will always be limited in their work. Knowing the emotional factors and mechanisms is not enough for therapy. The capacity to follow recommendation and make changes, always depends, in a measure, on the abilities the subject possesses. A man may have a number of "complexes", because he desires to be a master mechanic and has been placed in clerical work. Even if other factors, such as opportunity and wages are favourable, going into a machine shop may not be the solution of the problem. If the man lacks mechanical ability, he will probably be less adjusted than before the change. Too many "orthodox" psychiatrists and psycho-analysts give recommendations or agree to decisions which are ridiculous to a psychiatrist capable of examining for abilities or to one working with a capable psychologist.

Most physicians are artists, not scientists. When the artists of the healing profession take up psycho-analysis, the so-called new psychology becomes the Alpha and Omega of all knowledge. They know little and care less

about painstaking measurement of abilities and the following of scientific procedure in their investigations. On the other hand, as severe a criticism can be directed against the academic psychologists. They have done well in devising methods of measuring some abilities, but have paid little attention to the emotional life of their subjects. Knowledge of a man's abilities is not sufficient to understand what he will do with those abilities. These psychologists have mental tests, but no knowledge of motivation, and therefore no real insight into human conduct. We have discussed the measurement of abilities. We shall now consider the important facts of the emotional life of man. Both are essential to the analysis of personality from the clinical point of view, whether the analysis is made by a psychologist or a psychiatrist.

The affective factors of a human organism are often very complex and obscure. In addition to the difficulties that complexity and obscurity produce, the examiner will always meet resistance to the uncovering of the more meaningful experiences and "complexes". Evasion, misrepresentation, and resentment against intrusion into personal matters, are the expected reactions. The more there are conflicts and maladjustments, the greater the resistance; the more successful the person studied and higher his social position, the more he will resent going into personal affairs. If the inward pressure approaches the breaking point, then there is less opposition to probing. Because of resistances,

timid psychologists regularly make the statement that their subjects will not tolerate probing into personal experiences. The situation is quite simple. In the first place, the examiner must be able to create confidence. After that, the psychologist gets the information or he refuses to handle the case. If, in spite of capable handling, the pressure of the problem is not strong enough to make the patient gradually unburden, the problem is not serious enough to justify the use of the examiner's time. If the latter cannot or will not go into the intimate experiences and affective reactions of his subjects, he must be classed as a mental tester and not as a clinical psychologist. The value of his findings is very small.

The logical procedure, in the study of emotions, is to begin with early experiences. There will be frequent alternations between childhood reminiscences and later and present problems. Some of the associations will be due to direct connections, while others may be due to surface similarities. A free recital is the most productive. The less the examiner talks the better. Of course, in a short study, the interview must be guided by occasional questions and interruptions, much more than in a purely psychoanalytic procedure. That does not mean that the shorter method is less desirable. There are many cases in which it is more effective, or where the psychoanalytic procedure may be definitely harmful.

Now as to the affective factors for which the

on the
 examiner should be/alert, we can begin with the INTENSE
 SENSATIONS of CHILDHOOD and LATER LIFE. Present reactions
 and dream content may be related to previous sense responses
 produced by the BIGNESS of grown-ups, buildings, mountains;
 or by the VIVIDNESS of sunsets, flowers, colors, music and
 violent noises. If, as Watson claims, infants are afraid
 of loud noises, what effect have particular noises had upon
 a particular individual? If a person is thrown into
 raptures by a glorious display of colors, is it due to
 unusual visual imagery or to a vivid early experience super-
 imposed upon exceptional visual imagery? Can any man or woman
 ever be the same after viewing the skyscrapers of New York
 and the awfulness of immense barren peaks and mountain
 torrents? Equally lasting may be the results of FIRST EXPER-
 IENCES. How many of us will ever forget our first circus,
 our first cinema, our first long trousers, our first doing
 up of hair, our first train ride, our first kiss, our first
 legal entanglement, our first mention in the daily press,
 our first information on sex, our first sex experience. The
 first experience may have been unpleasant or socially
 censured and therefore be covered by the cloak of temporary
 amnesia, but it is significant and might be a necessary clue
 to complete understanding of the subject.

A particular patient dreads poverty, or loves the display
 of wealth, or suffers with the so-called "down-trodden" individuals.
 These reactions may be the result of exposure to poverty,

misery, suffering, affluence, extravagance, or the seeing of these. There must be a beginning to everything. The wise psychologist will look at the environment with a view to the emotional effects of it.

These days we hear and read much about the negative effect of fears. How did these start and develop? The investigation may disclose a child afraid of the dark, afraid of dogs, of the policeman, of ghosts, of being alone, of being shut in closets. A knowledge of EARLY FEARS, the nature of NIGHT TERRORS, and the presence of EMOTIONAL SHOCKS may pierce the gloom in these dread chambers. Nor should the meaning of TEMPER TANTRUMS and much CRYING and OVER-ATTENTION and HARSH and INCONSISTENT DISCIPLINE and FAVOURITISM, and JEALOUSIES and QUARRELLING and NAGGING, and EMOTIONAL OUTBURSTS between parents, between siblings, and between parents and children, be neglected. The child may have acquired some of these by imitation, or been distressed by them, or resented its own unhappy lot. Love, confidence, and the joy of living are delicate flowers which require a less weeded garden.

A man may have peculiar preferences and dislikes. These had to have an origin. They are the result of a nervous system replying to the stimuli around it. If we understand what the UNUSUAL ATTACHMENT and LIKES and DISLIKES of childhood were, and their meaning, we can properly interpret the bizarre love and hate for some teachers and

individual children and particular school subjects and work associates. The hated boss might be the despised father and the loved master may stand for the abused brother or sister. Failure in school or work is not always a case of lack of ability. The school, and business and industry, can always profitably employ a capable psychologist. Unfortunately the school psychologist is too often a mental tester and the industrial psychologist a measurer of specific performance abilities.

No living organism can be understood without a knowledge of the DOMINANT MOTIVES which prompt it to action. All of us want something. Occasionally, the clinician will discover a person who wants nothing intensely. These are the purposeless drifters, and they are hopeless from a therapeutical point of view, unless desire can be aroused. They are fewer than ordinarily supposed. Many, who do not appear to want anything at the level of our standard of values, yet may have a desire for sex or physical comfort. The writer recalls the case of a youth who drank, gambled, swore, fornicated and was failing in school. He could not be shamed or threatened. All he wanted was enough money to enjoy women. Every approach had to be tied to his desire for "more and better women". After intelligent adjustment toward this end, the ground was prepared for the creation of new desires and new values.

Motives may be unconscious emotional "COMPLEXES",

INSTINCTIVE URGES, INTERESTS, SENTIMENTS and IDEALS. The last are probably the least powerful. Some men desire, alone or in combination, SUCCESS, WEALTH, POWER, ATTENTION, PRAISE; or is it the feeling of SUPERIORITY these give? Others want to be ACCEPTED by the SOCIAL GROUP, FEEL SECURE in their home or position or economically; or they want an opportunity for SELF-EXPRESSION and realization. The effect of success or failure in these desires is of tremendous importance. Does power lead to an abuse of it or does it weigh down the person? Does wealth lead to over display, hoarding or wasting? Does a feeling of insecurity in friendships, home, love and finances make for greater exertion or for disorganization? Does a feeling of superiority or inferiority in conversation, "good looks", ability, school progress, work, and social activity result in better adjustment, or in compensation and conflict? Was conscious superiority or inferiority to other students and associates on an intellectual, social and economic level, an asset or a liability? Is satisfaction received by identification with a real person, an historic character, or was a measure of happiness only attained in the realm of fantasy? Answers to these questions unlock the power-house of motivation. It is also necessary to know IMMEDIATE and REMOTE GOALS, and which of these are general and which are related to specific vocational and social activities.

One further illustration will suffice to emphasize

the significance of motives in the analysis of personality. A kind, generous and exceedingly fair executive was accused of harshness and even disloyalty to his associates. The reason for these criticisms was clear, when it was discovered that his dominant motive was a desire to make his company the "General Electric" in its particular field of operation. Everything, including home ties, had to be subordinate to that objective. Such is the substance of ambition.

A person may suddenly go off on a tangent or reverse himself completely in respect to major characteristics, because of a SHOCK to IDEALS, a VIOLENT RELIGIOUS EXPERIENCE, or SUDDEN UPROOTING OF BELIEFS. There are real religious conversions, and there are floundering youths who could not stand the onslaught of new and contradictory beliefs presented by a University education. Others come through the latter experience with new vision and courage. We all need a peg for our ideas and experiences. We must have satisfying BELIEFS which give meaning and unity to our hopes and endeavours. The important factor is not necessarily the truth of what is believed but that we believe it. Napoleon accomplished many things because he believed in his star of destiny.

A newly acquired friend saw a young man (touring with his family) stand at the tomb of Napoleon, with his daughter in his arms. Some days later on the way down from a Swiss mountain, the friend had a vision or thought she had a vision of the young man at the tomb of Napoleon, in which

the spirit of the ambitious living man seemed to blend with the conquering dead. Now the dynamic effect will not come from the truth of the experience, but rather from the man's belief in it. "Save the world for Democracy", that was the cry to which young America responded. There are many to-day who seriously doubt that that was the reason for America's entry into the war, and some are questioning if Democracy is worth saving, but the fighting Youth and sacrificing Aged believed it at the time, and answered the call of destiny. What the subject believes in is of vital importance.

PRONOUNCED FEARS, and ANXIETIES and CONFLICTS, and EMOTIONAL UPSETS, as scars or present facts, motivate conduct and account, in part, for the differences between individuals. He who has feared hell fire and brimstone and death, is not the same as the person who has not had these fears. He who was opposed by parents in his love affairs, torn by conflicts about sex, and work, and health, and finances, and unpopularity and snobbishness and ethical problems, is not the same as he was before these things overtook him. He who is oppressed by the frictions and jealousies of friends and associates and wife and children, thinks and acts differently because of them. The man who rightly or wrongly believes that his family or friends or business superiors have treated him unfairly, has real problems to solve. The psychologist and psychiatrist cannot afford to neglect taking these experiences ^{into account.} Many a business failure can only be

understood on the basis of unhappy home conditions, due to sexual or other emotional maladjustments. Also, many successes can be accounted for by the need for compensation or sublimation. A constantly snubbed man will not make a delightful bed-fellow, nor will a financially worried man make a good employee. A wise employer will always pay his worker what he needs to subsist, instead of paying less simply because he can get him for less. Worries and emotional outbursts take energy and become cesspools which poison at the root the budding and flowering tree of manhood.

CONFIDENCE is a general factor which needs special attention. It touches the whole of life. It makes for clearer thinking, better acting and greater happiness. It goes with a feeling of superiority and is a part of self-assurance. Courage, initiative, originality and a spirit of adventure are not complete without it. Why men have said or left unsaid, done or left undone, certain things, as disclosed by their history, may be better understood in the light of the confidence they possess in respect to life as a whole, to specific tasks, social adjustments, persons of the opposite sex, sexual potency, the promise of to-morrow, and the hope of the hereafter. Self-respect is always accompanied by confidence. The unfortunate millions, who for centuries struggled and died believing that they were poor worthless worms, never realized the wonderful possibilities of the human mind and spirit. The examiner, who

finds a rare soul believing in himself and the great possibilities of human nature, should make a note of it and expect big things from that individual. Biographies abound with the stories of great accomplishments associated with great confidence. Confidence in oneself inspires confidence in the minds of others. What confidence or the lack of it has done for the subject should always be investigated as an essential part of a personality analysis. Whether a person has or lacks confidence cannot be discovered by a direct question. The knowledge comes from the facts of the history, and HOW they are told. Boasting can be a better sign of the absence of confidence than timidity.

Emotional History Continued.

There are dominant motives, as previously discussed
 still
 and to be discussed/more later, which determine the quantity and quality of behaviour. However, besides fundamental drives, there are lesser desires and needs which affect
 and will be considered now.
 choice and conduct/. Some of these wants may become powerful enough to be dominant; in fact, many of them are simply specific manifestations of the main springs of action. Many men and women need or want the OPPORTUNITY FOR SOCIAL CONTACTS, DOMESTIC RELATIONSHIPS, FRIENDSHIPS, AFFECTION, SYMPATHY, CONFESSING and UNBURDENING, CHILDREN, GOOD HEALTH, and PHYSICAL and MENTAL EXERCISE: or they desire at least some of these. What effect, on the person-

ality and behaviour of the subject, had failure or lack of opportunity in these directions? The friendless one may have become asocial; the unconfessed one, a novelist; the childless woman, with courage and a strong desire for children, may have had children outside of wedlock. Knowing the background of such a woman, the lack of opportunity for suitable marriage, and the strength of her desire for children, it is reasonable to suppose that she is healthier and better adjusted to life than if she avoided social disapproval and suppressed her desire. Another woman may solve her problem by giving time and money and effort and affection to other people's children, or by adopting a child.

The emotional effects of the various adjustments to life, made and attempted, are very important. A man with insufficient PHYSICAL STRENGTH for sports, or physical combat, or the requirements of his job, has an emotional reaction to these situations, and carries the imprint of it throughout life. A person with a PHYSICAL PECULIARITY reacts to it, and in most cases the fixation of the reaction is quickly noticed. The whole trend of a life may be changed as a result of a PHYSICAL INJURY or disfigurement, when these are no handicaps in actual performance. Some people have unusually strong affective reactions to PHYSICAL PECULIARITIES in OTHERS. Probing is necessary. It will lead to meaningful past experiences.



Other emotional factors to be noted in the course of the analysis are the characteristic affective responses of the subject ~~to the following factors~~ to COMPETITION; to OBSTACLES and OPPOSITION; to personal, public, fair and unfair CRITICISM; to BIRTHS in the family; to frequent CHANGES in WORK, SUPERIORS, POLICIES and PERSONAL RELATIONSHIPS; to FAILURE IN SCHOOL, WORK, SPORTS, LOVE, SEX, SOCIAL RELATIONS, AMBITIONS, and aspirations; to LOSS OF LOVED ONES, HONORS, IDEALS, BELIEFS, SOCIAL POSITION, FRIENDSHIPS, MONEY or property, and OBJECTS OF SENTIMENTAL VALUE. One man will be "puffed up" and boastful about his success, another take it as his due; one man will be jealous or afraid of the success of others, another will be pleased and helpful; one man will thrive and excel in competition, another fail before he begins; one man will be challenged by obstacles, another will run up the white flag at the first sign of opposition.

SUDDEN CHANGES IN CONDUCT, reported in children brought to a psychological clinic, always indicate a strong emotional experience or sudden physiological changes. Sometimes it may be the arrival of a baby brother or sister; or it may be failure to make a club or athletic team that produces the sudden change. On other occasions it may occur at the time of removal to a new community or a new school. Can the individual adjust to changes in environment? is a question to be answered in connection with adults as well

as children. Good workmen can become poor ones, because of constant changes in the kind of work they are asked to do, in the superiors who give the orders, in the policies of the company as a whole. For most people, a considerable amount of uniformity and regularity, is necessary to stability. A few persons seem to thrive on constant change and variety and uncertainty.

The psychologist, retracing the path of life traversed by child or man, should always come to a full stop at each SUCCESS and FAILURE. At these points the road always leaves the plain. There is a sharp decline or a disastrous precipice; a sudden incline or a mountain peak. The plain or plateau that follows can only be understood in terms of the success or failure just past. What have been the EMOTIONAL EFFECTS OF ACCOMPLISHMENT, COMMENDATION, REWARD, BLAME, FAILURE in SCHOOL, in SHOP, in SOCIETY. The loss of a loved one does things to the mind and spirit of the one remaining; the rejection of a lover's suit may produce a broken heart, and someone has said that a broken heart is necessary for greatness. A young man leaves the university over-saturated with ideals, and becomes disillusioned. What happens? Does he become hard and cynical; or does he develop a more practical philosophy of life; or does he continue being hurt? These things explain the man to-day and make possible predictions for the future.

AFFECTIVE REACTIONS and emotional complexes

RELATED to ECONOMIC CONDITIONS, ECONOMIC SUCCESS and FAILURES, are as significant for the psychologist as any other vital factor in the interview. Self-preservation expresses itself largely in the economic sphere. What want, or the fear of want, or struggle for economic life does to a man, is never erased by time or success. The man who never had to work for a living, feels differently and has different attitudes toward ideas and facts, than the man with the opposite history. The writer not infrequently finds business associates not able to understand each other or to co-operate, because of differences in mind and temperament due to their economic background. The real man is much more discernible in his financial and business operations, than in his social behaviour. The emotions aroused by economic situations must be laid bare in every adult study.

Another group of emotions is equally fundamental, namely those related to SEX. Any psychologist trying to understand, or attempting to make a personality analysis of an adolescent or an adult, without careful and detailed investigation of the intimate desires and experiences of sex, is doomed to failure. If he discovers that sex plays no part, that is more startling than the discovery of startling sex experiences. The subjects with least sex consciousness are apt to be the ones with the best camouflages and strongest resistances. The writer has studied nationally and internationally known men, and felt hope-

lessly at sea for a key to their personality, until successful in the securing of vital emotional facts related to sex. It is not possible to discuss here the many problems of sex. All that can be done is to emphasize the facts, which experience has shown, should be secured, if a personality analysis is to be possible.

It is well to start with the SEX INTERESTS and HABITS OF CHILDHOOD and then follow through the changes that take place in both. Early irritation and over-stimulation of the sex organs may be produced by tight clothing, dirt and accumulated secretions under the foreskin of the penis, rocking back and forth, sliding and manipulation accidentally^{ally} discovered to be pleasurable. Information on these points and the method of imparting sex knowledge, and the treatment of masturbation, may be necessary for the understanding of later conduct. The feeling of shame and disgust, the loss of self respect, begin in the attitudes that nurses and parents displayed in sex matters. Unsatisfactory sex life in marriage may be the fault of the parents. The shameful practice of parents and physicians of telling boys that MASTURBATION leads to insanity, has done as much harm as any one sex fallacy. Experience will teach the examiner how to get the necessary information upon the extent of masturbation, and the worries and heartaches associated with it. The easiest way to get information from a boy is not to ask if he masturbates, but to ask

how often he masturbates and when he started. ^{NINty-nine} ~~xxx~~ out of a hundred will say that they did masturbate and have stopped.

Strong emotional reactions accompany EXHIBITIONISM, ABNORMAL SEX TENDENCIES and PRACTICES, feeling of SEXUAL IMPOTENCY, SEX ORGAN INFERIORITY, and the social attitudes to these. A young man may present a picture of "constitutional inferiority", simply because he believes ^{he is,} but is not, sexually impotent. A psychosis can develop on the basis of inferiority of sex organs. Mental distress and emotional disturbances can be produced in normal sexual relations, by erroneous ideas about mild normal tendencies considered abnormal. Worries about "fondling" and tension produced by absence of relief, may account for school failure or nervous symptoms. Strong and lasting impressions result from EARLY SEX EXPERIMENTS, and emotional reactions invariably follow REPRESSION, INSUFFICIENT and EXCESSIVE SATISFACTION, and PREMARITAL and EXTRA-MARITAL SEXUAL EXPERIENCES. SUBLIMATION may be partial or apparently complete. The form it takes is enlightening. The state of mind and form of conduct accompanying the PHYSIOLOGICAL CHANGES OF ADOLESCENCE and MENOPAUSE, should be recognized.

If the subject is married, there is another body of affectively toned facts of a sexual and non-sexual nature. ABSENCE of LOVE, RESPECT and thoughtfulness has its influences. EMOTIONAL ATTACHMENTS OUTSIDE OF the MATE and the possession of a lover or mistress, can be a disturbing element, or it

may be a means to a partially satisfactory adjustment to life. Some women would probably be neurotic without a lover, and some men ineffective without a mistress. One woman continued happily married by taking monthly trips to her lover in a neighbouring city, and another contemplating such a procedure would have been miserable, because she would have had a feeling of guilt and remorse due to her early training and acquired attitudes toward sex conduct. In both cases, the women were strongly sexed and the husbands practically sexless.

Attention should also be paid to CONFLICTING and DIVERSE INTERESTS in and outside the home. This may be the reason for estrangement; or it may be the stimulus to continual attempts at adjustment. On the other hand, a couple may live reasonably congenially because they have opportunities for the satisfaction of interests which cannot be indulged in the home. There is no rule to follow, but the facts are always important. Difficulties may also arise over FATHER-IN-LAW and MOTHER-IN-LAW SITUATIONS and over the members of the wife's or husband's family. These conditions are obviously accentuated, if there is a definite case of FATHER or MOTHER FIXATION. Incidentally, that factor must be kept in mind, when dealing with the emotional and conduct problems of children and adolescents.

Neglect of the mate or friction may arise as the results of OVERABSORPTION IN CHILDREN or the PREFERENCE FOR

ONE CHILD over others. More frequent friction is produced by INSUFFICIENT MONEY for the home, or an unsatisfactory financial arrangement. Too many couples planning marriage are misled by the belief that two can live as cheaply as one. Insufficient allowances for household expenses, and the necessity of begging for money for personal needs on the part of the wife, places a strain upon temper and affection. What the effects upon temperament are depend upon the conditions and the peculiarities of the individuals concerned.

PLAY and RECREATIONAL ACTIVITIES give another index to affective factors of the class which come under the general heading of interests. Play may be a compensation for what is lacking in the usual daily activities, or it may be the means of supplementing the satisfaction of the desires that are only partially satisfied. Some forms of recreation are for relaxation only; others are a method of escape from the unpleasant. A man in an uncongenial occupation is much better understood through a study of his recreations and hobbies, than through the observation of his behaviour when at work. Non-work interests are often the outlets for ideals which find no expression in the serious job of making a living.

Health History.

Performances, emotions, habits and goals cannot be properly interpreted without reference to health problems. Many a psychologist has been misled in diagnosis, because of lack of attention to bodily conditions. It is advisable for the non-medical psychologist to be familiar with symptoms of a physical and physiological nature which do or may affect conduct. When the need for a physical examination is indicated, he can then get a physician's report. A more ideal situation is one in which the psychologist and physician work co-operatively as a matter of routine.

The health history of a patient should be considered as beginning before birth, and in the case of mental and nervous disorders, several generations back. Ordinarily the CONDITION of the mother DURING PREGNANCY is a good starting point. Although the evidence is against direct influence by the mental states of the mother upon the foetus, there can be no doubt that the changes in the blood produced by mental, nervous and physical conditions of the mother, affect the foetus through the blood stream. Purely physical factors, like CHRONIC CONSTIPATION and MECHANICAL CONDITIONS, like the wearing of tight corsets, should be looked for. Unfortunately there is too little exact knowledge of prenatal influences. In spite of that, there are cases where the possible explanation of a condition can only be found in the facts of prenatal development. As

indicated in an earlier chapter, general inferiority and mongolism may be related to the condition of the parents - a case of naturally WEAK GERM PLASM or weakness due to exhaustion from too frequent childbearing. General ENERGY DEFICIENCY IN BOTH PARENTS may account for feebleness or sickness of offspring.

Besides the condition of the parents before the birth of the child, there are several "at birth" factors which may be important. It is well to find out if birth was natural or instrumental, and what suspicion of injuries or actual injuries there were. Some cases of mental deficiency are definitely the result of BIRTH INJURIES. Also when there is no evidence of head injury, the child's history may disclose that it was a "blue baby". It seems quite possible that prolonged cutting off of the blood flow and consequently the oxygen supply to the brain, may cause a collapse of nerve cells or neuroblasts or both. Until more exact medical information is forthcoming, CYANOSIS must be considered significant.

When we come to postnatal factors we are on firmer ground, but we are yet far from certain of many facts. FEEDING DIFFICULTIES, CONDITIONS OF MOTHER DURING NURSING, the beginning of the feeding of solid food, AILMENTS as an infant, the DISEASES of CHILDHOOD and ADULTHOOD, and their severity and sequelae, are some of the factors about which information should be sought. INSUFFICIENT NOURISHMENT,

UNBALANCED FEEDING, TOXIC CONDITIONS, and HIGH FEVERS, may arrest the growth of the nervous system profoundly, when these occur during the years when the nerves and brain are growing most rapidly. Actual injury of neural tissue results from diseases of the nervous system and may result from severe fevers in early or later life. SYPHILIS, MENINGITIS, ENCEPHALITIS LETHARGICA, EPILEPSY, are to be especially emphasized. Malnutrition and toxic conditions, like those produced by chronic constipation, are usually not given sufficient consideration.

There are a number of ailments, not thought of as diseases, which may have influenced conduct and the development of personality, or which may themselves be symptoms of a disease or the sequelae of it. Such are BAD EYESIGHT, DIPLOPIA, DROOLING, VIOLENT BREATHING, HEADACHES, BILIOUS ATTACKS, FAINTING SPELLS, CONVULSIONS, SLEEPLESSNESS, MOTOR INCO-ORDINATIONS and HEAD and SPINE INJURIES. Bad eyesight may affect disposition and account for school failure; diplopia and drooling may be related to sleeping sickness or result from organic lesions; fainting spells and seizures may indicate organic disease of the nervous system or hysteria; convulsions may be produced by indigestion and teething or again may be the sign of organic nervous lesions. Muscular inco-ordinations, such as spasticity and flaccidity, usually mean an organic injury, but not always. Emotional trauma may produce them. Sleeping

sickness is more important to a clinical psychologist in the form of the sequelae, than in the processes of its active stage. Its tendency to leave untouched or only slightly affected the intellectual structures, and to profoundly influence the emotional and behaviour patterns, is quite unique and interesting.

Endocrinology can already be of great help to the student of human nature. GLANDULAR DYSFUNCTIONING, in its emotional and physical effects, must take a high place in the scheme of personality analysis. IRRITABILITY, EXCITABILITY, DEPRESSION, SECONDARY SEX CHARACTERISTICS, (ELEPHANTILES), GIANTISM, DWARFISM, MYCROCEPHALY, CRETINISM, and MONGOLIANISM, are some of the clinical pictures associated with the internal secretions. Claims, like those of Dr. Weisner of Edinburgh, that he can induce maternal and sex drives in rats by injections, are dramatic indications of the possibilities from this direction, in the understanding of animal and human behaviour. Laboratory studies of glandular conditions are often a necessary step in clinical work.

Some information must always be secured about nervous and mental conditions. Is there a history of MUSCULAR TICS and TWITCHINGS, TREMORS, GENERAL NERVOUSNESS, periods of unusual EXCITABILITY or DEPRESSION, and definite NERVOUS and MENTAL BREAKDOWNS, of the subject or members of the family? Usually a complete history of the kind

that has been discussed under the various headings, will explain the nervous and mental symptoms reported. Sometimes, however, these symptoms require re-analysis or more intensive exploration of earlier factors before the organic or emotional antecedents are discovered. This is not the place to discuss mental and nervous problems. A voluminous literature is available. What is necessary is emphasis upon the importance of information along these lines and the need for care in getting specific information about symptoms. Unless pressed, subjects or their relatives will make vague statements about nervous mannerisms and breakdowns, which give really no useful facts to the examiner.

Finally, it is useful to get some information about factors indicating the amount of general energy possessed by the subject. In this connection the relevant facts are discovered by attending to questions of the ROBUSTNESS or DELICACY of health as a child and adult; the QUICKNESS with which PLAY and SPORTS TIRE; the NEED FOR REST during the day; the AMOUNT OF SLEEP required and obtained; the soundness or RESTLESSNESS of SLEEP; the amount of HABITUAL EXERCISE; the LENGTH OF WORK HOURS; the REGULARITY OF EATING, SLEEPING, and RESTING; and the LIFE SPAN of parents and grandparents. An organism with low vitality, as the result of heredity or personal waste, has to make adjustments not exacted of the healthy

and strong. It is surprising how easily some failures, some compensations, some conflicts, and peculiarities, can be understood with the aid of the concept of available energy. Improved physical health in one case, and conscious conservation of energy in another, has made new, different personalities of many men. A successful clinical psychologist gives thought to these facts, and due consideration to the factors mentioned or discussed under the various headings in all the preceding pages.

PART TWO.

WHAT TO EVALUATE AND DESCRIBE.

Foreword.

The answer to the question "What manner of Man is he?" still excites the curiosity and shapes the course of human events. Though not always consciously, we are constantly weighing,—judging—our parents, friends, associates, prospective wives and husbands, prospective employees and employers, our enemies, our supporters, our leaders. To describe an individual as a personality, requires judging—evaluating. To say that a man possesses enthusiasm means, in the very statement of it, that he has much or little enthusiasm, as compared to his other attributes, or as compared to the same characteristic in other people. The more a personality description consists of comparisons to specific groups and definite norms, the more reliable it is. But before progress can be made in comparisons, it is necessary to know what should be evaluated. Consequently, the second part of this paper is concerned with the factors which clinical experience has shown to be important in the understanding of the human organism.

Now follows a systematic statement and discussion of the qualitative and quantitative terms, which make possible differentiations between individuals. Every personality description should include statements of WHAT

the personality consists and HOW MUCH of each ability and characteristic there is. A description, on the basis of the scheme that follows, is only possible, if it is preceded by a careful analysis of the kind indicated in PART ONE. It was found logical and practical to divide all the facts essential to a description of personality, into three groups, namely COGNITIVE FACTORS, AFFECTIVE FACTORS, and PHYSICAL FACTORS.

Cognitive Factors.

The clinical psychologist is, in large measure, a pragmatist; he is concerned with what works, with what gets results. His point of view is behaviouristic, in the sense that he reports—^{he}describes what he finds, what he observes. So when he analyzes an individual, he makes distinctions and uses terms which may not necessarily be real in respect to the ultimate nature of the human organism. His definitions are apt to disagree, rather than agree with those of the theoretical psychologist. For example, from the clinical point of view, mentality can be satisfactorily defined as the ABILITY TO DIFFERENTIATE, to DISCRIMINATE. As soon as an organism makes a distinction between one sensation and another, one perception and another, one concept and another, one principle and another, it has an experience which demonstrates a mind. The greater the number of discriminations it makes, the greater the mentality.

The idiot and the infant cannot distinguish red from blue, nor discern the various shades and hues within each color. As the mind of the infant develops, it can first differentiate red from blue, and then light red from dark red. The same process continues in all the senses, and the percepts, and the concepts. When we talk about discrimination and mentality as separate from intelligence, we are only making a practical distinction which can be useful in an analytic study. The distinction is useful in differentiating between the feeble-minded and the normal- between those who are supposed not to have intelligence and those who have.

Discrimination involves the ability to see the RELATION OF DIFFERENCE. The ability to see similarities is apparently more difficult, but does follow quite closely on the heels of the other. The feeble-minded, at the higher levels, have the ability to discriminate, to the extent of knowing differences and similarities in connection with the usual experiences of their lives. They do not have the ability to see relationships in the direction of time and space etc., and the relationship between relations. They are also very limited in the ability to educe the second factor when the one factor and the relation are given. Their ability to see relations being practically limited to those of difference and similarity, we note very little of the capacity to relate, to see meaning in several experiences.

There is lack of insight and therefore we say there is lack of intelligence. Clinical experience supports Professor Spearman's concept of intelligence as the capacity to see--to know--relations. Seeing relations between facts, objects, emotions and relations is insight, so we shall use INSIGHT and RELATING as terms designating intelligence.

Thinking of discrimination as limited to the experiencing of differences and similarities suggests the fact that this capacity to differentiate can increase much without even an approximate increase in the ability to see relations in other directions. The general relating factor needs a certain minimum number of differentiated experiences, of noted differences and similarities, before there appears to be anything to relate--before relationships can be seen in other directions. But a large number of known differences and similarities do not imply high intelligence. Many differentiate, perceive, objects, facts and events, without seeing the relationships, without insight into the meaning of their experiences. That is why we can say that, if discrimination, in the sense we are using it, has not progressed beyond the minimum, there is mental deficiency. But we can also say the same and should make a diagnosis of feeble-mindedness, if there is the minimum amount of discrimination and even more than minimum, but if with it, there is the absence of the capacity for seeing relations other than difference and similarity. To manage

one's life in a civilized social group requires insight above the level of discrimination.

A second practical point, that comes out of the attempt to distinguish between the ability to see the relations of differences and insight into other relations of a "higher" and more complex nature, is that two people with the same capacity for seeing relations will differ in the quantity and quality of their performances. One will exhibit what looks like more or less intelligence, insight or ability to see relations, because of greater or less known, less experienced differences and similarities. The person with a greater number of discriminations has the characters, the raw material between which relations can be seen. The man with a large number of differentiated experiences in regard to music, visually observed objects and relations; in regard to described facts, emotions, human relationships, will display what is to all appearances a greater intelligence than the person limited in known facts, human contacts, and visual observations, though he possesses the same potential relating ability. It is probably true that some people are limited in the functioning of the intelligence they possess ~~inasmuch as~~ by LACK OF EXPOSURE TO STIMULI, to EXPERIENCES WHICH THEY COULD DISCRIMINATE; and others are limited by LACK OF ABILITY TO DISCRIMINATE, to see differences and similarities AMONG CERTAIN KINDS OF CHARACTERS or EXPERIENCES. One man

discriminates poorly auditory experiences, another cannot differentiate between emotions and conduct of people, still another cannot make many distinctions between concrete objects and their relationships. The degree of intelligence is determined by ^{the} kind and complexity of relations seen. The success with which intelligence can be applied, is determined by the kind and complexity of relations seen and by the NUMBER of KNOWN DIFFERENCES and Similarities. The more discerned experiences one has, the greater are the number of relations which can be seen—recognized,—provided there is the capacity for insight, for seeing the meaning of things and events.

A personality analysis must describe the co-ordinating-relating factor called intelligence, and describe it from several directions or points of view. It is a question of WHAT KIND of intelligence is displayed and HOW MUCH. The "gestalt" idea of intelligence as insight fits into our accepted concept of intelligence as the capacity to see relationships. Theoretically we shall think of insight as the capacity to know relations, but as a working guide, we shall use the Witmerian concept of intelligence as the capacity to solve problems. In other words, we have learned from experience that the most practical way to judge insight, is by the capacity to solve problems - accomplish results - reach ends. From the clinical point of view, Witmer's concept is an essential check and supplement to any and all

psychological tests. If the psychologist encounters a man who does poorly on intelligence tests, but who solves in a superior way his work and life problems, and gets desired results, the former must be careful with his interpretation of the test results.

Success in performance is really the attempted measure of a test. The test is simple, and only in a measure related to actual performances. It requires the check of the bigger, the naturally motivated, the more complete, although unstandardized, performances which past history discloses.

Now as to the kind of "intelligences" to look for. Clinically it is helpful to distinguish between SOCIAL, CONCRETE-MECHANICAL, and ABSTRACT INTELLIGENCE. What is ordinarily considered as GENERAL INTELLIGENCE, is combined insight into SOCIAL EXPERIENCE, ABSTRACT SITUATIONS, and the RELATIONSHIPS IN CONCRETE or MECHANICAL PROBLEMS. The relations in concrete or mechanical problems are usually the least emphasized, social insight is given more importance, and the intellectual features of abstract insight are definitely over-emphasized in the usual conception of general intelligence.

(1) Some men and women have unusual appreciation of social relationships, some have moderate insight into social situations, and some little or no knowledge of how to interpret conditions involving the human element. It

may be that these differences are due to differences in a general insight factor; or to variations in experiences which make for differences in the number of facts and events that can be related; or it may be due to a definite limitation in the ability to make discriminations in facts of a social character. The fact remains that there are noticeable differences and that there are cases where present methods of measuring general intelligence shows good intelligence, and the personal history indicates a good social background, and yet, there is a lack of insight into social situations. This is typical of the many similar problems in the field of personality study, which need intensive and comprehensive study. In view of our present state of knowledge, it is well to form a separate judgment upon the degree of "social intelligence" that the subject or patient possesses, and to formulate the probable reasons for any deficiency or superiority.

(2) There is a considerable amount of discussion of mechanical aptitude. Theoretically, the possession or lack of mechanical aptitude may be due to the presence or absence of a number of specific abilities, such as muscular co-ordination and kinaesthetic imagery, but practically, we have to distinguish between the mechanically capable individual and the one who is helpless in that direction, even with training. An attempt should always be made to discover, if possible, some or all the specific abilities which may

account for the difference. It is probably better to think of "concrete" intelligence, ^{rather} /than "mechanical" intelligence. The former is broader. It covers the behaviour of those men who understand problems and perform successfully tasks of a concrete-objective type. They deal well with things that can be seen and handled, whether these are mechanical or non-mechanical.

Two points require special emphasis. The first is that real concrete-mechanical intelligence (i.e. the ability to solve complex problems of a concrete nature) requires good general intelligence of the kind which involves insight into the relationships of the concrete factors in the problem. The good practical man, and the good mechanic, have the capacity for seeing relationships in other directions, provided the unit factors can be translated into concrete concepts and images of actual experiences. The second point is that there are boys and men who have a certain kind of mechanical aptitude, without the "relating" ability. The aptitude only appears as such when they are dealing with relatively simple problems and operations. These are people of poor intelligence; and most of the present concrete performance tests will not differentiate them from those possessing the relating kind of concrete intelligence. Care must be taken not to diagnose a boy as average or superior, simply upon the results of our over-intellectualized tests. There are many very successful men in practical affairs, who failed in secondary

school or university from lack of intellectual ability and not, at first, from emotional causes.

(3) Abstract intelligence for clinical purposes, can advantageously be divided into intellectual and ethical insight. In accordance with the distinction we shall make, the intellect is always present in intelligence, but great intelligence is possible with a moderate amount of intellect, and a great intellect is possible with a fair amount only of intelligence. INTELLECT might well be defined as the ABILITY to ACQUIRE KNOWLEDGE and ORGANIZE IT ON A LEARNED SCHEME OF RELATIONS. It is quite impossible to imagine or find a really intellectual person, who does not have some ability to organize his knowledge. But the purely intellectual person has limited intelligence. He acquires facts ^{and} / he has insight into relations, but he acquires only facts presented to him and he sees only relations which somebody else has seen and described. He does not see relationships for himself, much beyond the level of similarities and differences. He organizes his knowledge on the basis of a scheme - a method of treating relations - which he has learned from a person or persons or from books. He UNDERSTANDS and USES RELATIONS AS LEARNED. He is quite hopeless in concrete, practical, and social situations, because generalized descriptions of relations are not found, as such, in specific problems and situations. Clinically, the distinction between intellect and intelligence should

also
 be made, as / some attempt to indicate the amount of each. As previously stated, our intelligence tests and school curricula place too much emphasis upon intellectual factors and not enough upon the ability to see relationships; upon the capacity to understand and solve problems of the external and internal life of the human organism.

Ethical discrimination may well be the ability to differentiate between what is beneficial and harmful to the fullest development of the individual and what is beneficial for the greatest welfare of the greatest number, but that is only the beginning for the clinical psychologist. He must try to recognise the gradations from the indecisive attempts of one man to discriminate between the good and bad to his personality, of keeping the unnoticed short change in his favor, and the fine, complex distinctions made by the man who weighs his words and deeds in respect of the mental and spiritual needs of his future, and the effects upon the social good of all humanity and future generations.

The mentally deficient cannot be said to possess ethical discrimination. Their morality is determined by quite immediate personal good, by habit, and by fear. Too many intelligent people have not developed their ethical discrimination far beyond this level. The so-called MORAL IMBECILES are a different problem, but an unnecessary one. They are the mentally deficient who do not have the capacity to respond to the needs of self-interest; to the controlling

influences of habit and fear. They will be discussed later under mental deficiency. Some of the feeble-minded ~~are even~~ ~~lack sensitivity to pain.~~ ~~quite insensible to pain.~~ Therefore, fear produced through the medium of corporal punishment, has little or no effect. Other kinds of fear can have little influence upon those who are deficient in memory and imagination.

Besides the description of intelligence on a qualitative basis, it is necessary to weigh the general relating factor on a quantitative scale. A five point scale is recommended on the positive side, and a six point classification on the negative side (with the borderline-uncertain group in between). The mental age and intelligence quotient scheme is not satisfactory for normal adults, and is only partially useful in the case of children. The intelligence quotient should be a help to the diagnosis, not be the basis for it. This applies in the case of the mentally deficient, as well as in the case of normal children. The normally intelligent can be rated as VERY SUPERIOR, SUPERIOR, AVERAGE (more in the sense of an equal middle group), INFERIOR, and VERY INFERIOR. Such a classification can be translated into quintile percentages. It must be kept in mind that an ability, trait, and person, can be called superior or inferior only IN COMPARISON WITH HIS OTHER ABILITIES AND CHARACTERISTICS, OR IN COMPARISON WITH the ABILITIES, TRAITS, and PERSONS OF A STANDARD GROUP classified on a quintile basis. When a general rating is

not made in the light of many tests and a comprehensive personality analysis, it should be indicated that the individual is very superior, superior, "average", inferior, or very inferior in reference to a PARTICULAR TEST IN A PARTICULAR GROUP. The more available norms at present are those obtained from school, university, and vocational groups.

The treatment of norms on a quintile basis is probably the most practical at the present time. A decile distribution might be an improvement, but a division finer than that is quite useless. Our present measuring instruments are too crude. We are justified in feeling very pleased, if we can say with assurance that a child belongs in the best 10 per cent of his class or social group, or that he is in a 10% group, superior to 80% and inferior to 10% of his fellows.

The very inferior group (using the quintile distribution) naturally includes the "doubtful" and mentally deficient. On an "I.Q." basis, the lowest quintile would be approximately from 80 downwards. A quintile rating or an intelligence quotient on the basis of the general population, has little value in practical clinical work. The subject must be compared to his logical group. To know that a boy belongs in a 20% group, superior to 20% and inferior to 60% of third year secondary school students, is most useful. He is inferior to 60% of the boys with whom he lives and competes. He will have difficulty with

his studies unless he makes up for his limitations by greater expenditure of time and energy in the preparation of his lessons. If the psychologist does not have the "I.Q." distribution for various classes, or a quintile or decile distribution for scores in specific tests at specific educational levels, he will be at a disadvantage in handling properly the case of the above mentioned boy.

An examiner without norms for vocational groups would very probably call a boy superior on the basis of an "I.Q." of 116 and he would be quite right in doing so. But it is of no help to a business executive to know that an applicant is superior to 60% of the general population. He must know how he compares with the men in his organization with whom he is to work. The nature of the business may be such that all the employees in the department to which the applicant would go, are superior to 60% of the general population. The head of the business would like to know, if the prospective employee will be in the poorest 20% group of his associates, or the second 20%, or the third or fourth or the top quintile. Then he knows what to expect and how to develop and direct his new man.

The mentally deficient are a real social problem. Their diagnosis cannot be made on any arbitrary scale. Professor Witmer used to say to his classes that feeble-mindedness is a socio-legal diagnosis. Speaking in a broad sense, it means that a man is not feebleminded, if he can

earn a living, and not get into trouble. A woman is not mentally deficient if she can earn a living and not get into trouble (mostly sexually), or if she can get a husband, or if she is economically provided for by her parents or relatives, and does not get into trouble (mostly sexually). In other words, society considers a person normal if that person does not become a burden and a source of annoyance due to insufficient mental ability, irrational violent conduct, and disregard for laws governing the social group. As long as a person can keep out of a feeble-minded institution, a prison and a hospital for the insane, he cannot be considered feeble-minded, or criminal, or insane.

"normal"

A number of people in every community, if once in a hospital for mental and nervous diseases, would have great difficulty in getting out.

What determines mental deficiency, criminality, and insanity, varies with each social group. What is a crime in one place may be commended in another. One person living in a simple social and economic environment may be satisfactorily adjusted, but moved into a more complex and artificial society be correctly diagnosed as feeble-minded. Mental deficiency surveys, as well as individual examiners, must always consider that point. Lack of educational proficiency is not a sufficient criterion, nor can the "I.Q." be followed too closely. The DIAGNOSIS of FEEBLE-MINDEDNESS and the CLASSIFICATION WITHIN THE MENTALLY

DEFICIENT GROUP, CAN ONLY BE MADE ON THE BASIS OF ADAPTATION TO ENVIRONMENT and the CAPACITY TO PERFORM TASKS AND DUTIES of DECREASING DIFFICULTY UNTIL THE LEVEL IS REACHED WHERE THE PERFORMANCES ARE ^{IN} ADEQUATE FOR SELF-MANAGEMENT. The factors of a good and poor memory and kind of training received can make necessary a diagnosis of "normal mentality" in the case of one subject with an "I.Q." of 65 and "feeble-mindedness" in another case with an "I.Q." of 75.

The writer prefers BARR'S CLASSIFICATION of the mentally deficient. It gives proper consideration to the capacity to perform at various levels, the tasks presented by environment.

BARR'S CLASSIFICATION.

Imbecile:

High Grade - Trainable in manual and intellectual arts.

Middle Grade - Trainable in manual arts and simple mental operations.

Low Grade - Trainable in industrial and simple manual occupations.

Idio-Imbecile: - Improvable in self-help and helpfulness. Trainable in a very limited degree to help others.

Idiot:

Superficial - (Apathetic and excitable types)
Improvable in self help only.

Profound - (Apathetic and excitable types)
Unimprovable.

Barr also has a group which he calls MORAL

IMBECILES. These are his high grade imbeciles with what he calls a "genius for evil"; the middle grade imbecile who is "a plotter of mischief"; and the low grade imbecile with a "bestial temperament". Earlier in the paper, the point was made that the mentally deficient cannot be considered as possessing ethical discrimination. Burt has also shown that what has been called moral imbecility is better thought of as an emotional or temperamental deficiency, rather than as a moral deficiency. There is no need for the classification of moral deficiency in the feeble-minded, nor is it wise to make use of the term "moral Imbecility" in connection with people who are not deficient on the accepted scale of general intelligence but who do not, nevertheless, respond to the social demands for moral conduct. ^{of the non-feeble-minded group} Even those/who remain unmoral after the factors of moral training and environment are eliminated, need not be considered permanently deficient in the capacity for ethical conduct. It is an emotional or temperamental problem but not a case of INNATE deficiency. It is a matter of IMBALANCE in "drives", in "instinct feelings". If there is an absence of emotional drives the result is apathy, not viciousness, except in a mild way in cases where the environment has been sufficiently vicious to produce undesirable HABITS. These vicious habits are not strong. There can be no strong or persistent effort in the direction of "evil" or "good" without strong desires, strong

motives. Those who might be called moral imbeciles are not deficient in affect; they have too little of some, and too much of other emotional drives. It is EMOTIONAL or TEMPERAMENTAL IMBALANCE. To consider the imbalance innate and incurable, and the person with the imbalance therefore committable to custodial institutions, is not justifiable. The imbalance can be ACQUIRED or it can be CONGENITAL - not INNATE. The imbalance that is congenital is probably due to physiological imbalance, and many such cases respond in a startling manner to proper glandular treatment. Endocrinology may be the key to "MORAL IMBECILITY". It is not the same as what we call mental deficiency. Curing the emotional imbalance, when it accompanies deficiency in intelligence, does not cure the feeble-mindedness; curing the imbalance, when there is no deficiency in intelligence, produces normal conduct.

It has been found very helpful for diagnosis and training, to have available a table combining Barr's classification with an approximate "mental age", "I.Q.", and Burr's description of tasks within the capacity of the feeble-minded adult.

COMBINED TABLE/

COMBINED TABLE.

| Barr's Classification. | Approximate Mental Age. | I. Q. | Possible Useful Operations Under Supervision. |
|---------------------------|-------------------------------|-------|---|
| Idiot | 1 - 2 | -15 | None. |
| Idio-Imbecile | 2 - 3 | 15-22 | Carry pails of water, empty buckets; carry soiled clothes to laundry, but not bring back clean clothes; collect stones, leaves, etc., from lawns and paths, and put in baskets or piles. |
| Low-grade Imbecile | 4 - 6 | 22-40 | Pull <u>one kind</u> of weed; <u>minister to</u> pigs, rabbits, chickens, but not herd sheep or milk cows; clean barns, gather <u>one kind</u> of fruit without <u>picking</u> green or decayed, or grass, and without injuring fruit. |
| Middle-grade Imbecile | 7 - 9 | 40-58 | Herd sheep, milk cows; do ordinary laundry work, and simple sewing; set table; do simple cooking, but not general housework except with close supervision and direction; at the higher level can profit from school through 3rd grade. |
| High-Grade Imbecile | 10-12 | 58-75 | Do general housework; look after the simple wants of human beings but are incapable of controlling or advising children except under simple conditions; have 4th and 5th grade ability in ordinary school subjects; may be able to make representative drawings and use or enjoy musical instruments. |

Every diagnosis of mental deficiency should include a Classification. Except in borderline cases, the

importance of an examination does not lie in the knowledge that the person examined is or is not feeble-minded, but rather in what can be and should be done with that person. A differential diagnosis of mental deficiency immediately indicates^{to}/what kind of environment the individual can adapt; what training can be effective; and what supervision or particular kind of institution will be required.

After the general factor of intelligence come the specific factors. These can advantageously be divided into three levels. First, those abilities and processes which might roughly be considered as being on the perceptual level; second, those on an ideational level; and third, those on a conceptual level. Here again we are concerned with what the clinical psychologist must evaluate and describe, and not with what systematic analytical psychology might consider a logical description and classification.

The personality analysis of a particular individual may require a discussion of ATTENTION, OBSERVATION and DISCRIMINATION. It must be noted, whether observation is more general or more analytic or deficient in either respect; whether attention is CONCENTRATED or DISTRIBUTED or DISTRACTED or SCATTERED or FIXED. The unobservant person has to meet life somewhat differently from the observant individual; the man with good concentration of attention can find easy work and problems which are difficult or impossible for a man with poor concentration of attention, but good distri-

bution of attention. Some people seem able to pay attention to a large number of things in rapid sequence, while others keep their mind on one point for a long time, and become confused if they have to attend to many things or change rapidly from one thing to another. An administrator needs the first kind of ability and a research man the second kind. Too many children in school are accused of poor concentration of attention when that is not true. It often is a case of motivation. They are more interestedⁱⁿ and therefore concentrate upon something else. Absentmindedness is a case of fixation of attention.

When it comes to discrimination, we have to pay attention first to the variations in sense discriminations and then to the more complex discriminations which are here termed ORIENTATIONS. Temperament and success may be affected by limitations or the absence of VISUAL, TACTILE, AUDITORY, OLFACTORY, KINAESTHETIC, TEMPERATURE, PAIN, and EQUILIBRIUM discrimination. It is obvious how serious a deficiency in visual or auditory discrimination can be in school and at work. We have already called attention to the effect of the absence of pain sensations in some of the mentally deficient. In the same way, poor or peculiar orientations to OBJECTS, FACTS, TIME and SPACE, are directly related to the organism's adjustments and attempted adjustments to life. On the negative side, are the abnormal conditions of ILLUSIONS, DELUSIONS, CONFUSION OF TIME, and

PLACE and DIRECTION. Children and persons with poor mentalities, who lie and are dishonest, must first be studied from the point of view of vagueness of discrimination in respect to facts and objects and relations. The approach from the emotional angle is the second step, but not the only one.

IMAGERY, IMAGINATION, MEMORY and APPREHENSION SPAN are four capacities at the second level which require attention from the clinical point of view. In connection with the first three, it should be noted, if the VISUAL or AUDITORY or OLFACTORY or GUSTATORY or KIN^AESTHETIC, or VERBAL kind of ability predominates, or is poor or absent. Visual and kin^aesthetic imagery are useful to the person dealing with concrete material. Their absence may account for mediocrity and failure. Auditory imagery is equally important for the musician and the person aspiring to be one. It is also well to discover if images are VIVID, PHOTOGRAPHIC, or EIDETIC in nature.

(1) Imagery may not be necessary and may not be an aid to thinking and memory. Experimental evidence seems to point to this conclusion. Even so, clinical experience indicates that the possession of good imagery in a particular sense field apparently goes with the ability to function better in those operations which involve, in greater measure, that particular sense discrimination. Clinically, good imagery seems to be a sign of greater capacity for

seeing differences, greater ability to discriminate, greater ability to see relations among particular characters.

(2) A good imagination seems to be an exceedingly valuable asset for superior success. The psychologist should be able to say whether there is imaginative ability; whether it is concerned primarily with the PAST or the FUTURE; whether it is FANCIFUL, CONSTRUCTIVE and VIVID; whether it manifests itself as ORIGINALITY in IDEAS, METHODS, or MECHANICAL INVENTIONS. Marked originality without imagination is quite inconceivable. Imagination appears to be a focussing of energy in a desired direction and therefore results in greater insight, greater seeing of new or more complex relations. The claims of FANTASY upon a particular mind are difficult to interpret without an appreciation of the quality and quantity of that person's imaginative processes. The emotional complexes of some individuals are not understandable without a knowledge of how much, relatively, their minds are occupied with the past, present and future. Reliving the past, or wishful fantasy about the future may be using up much-needed energy.

(3) Memory too, must be broken up *into* its characteristics. What are remembered best; - IMMEDIATE or REMOTE EVENTS, or IDEAS, or DETAILS, or PRINCIPLES, or METHODS? Do memories PERSIST and are they accurate? If they are inaccurate, are they INACCURATE because of PARTIAL AMNESIA

of an organic nature or because of POOR OBSERVATION, INADEQUATE ASSOCIATIONS, or EMOTIONAL INTERFERENCES? Is the emotional interference ACCIDENTAL (unrelated logically), or due to OPPOSITION and obstacles; or is the amnesia the result of a "COMPLEX"? The answer to any of these questions may be necessary to the understanding of the patient or subject. ~~The examiner must realize that a good memory for faces may be the result of good observation and good visual imagery. A good memory for faces, as well as a good memory for names and details, may not be a specific ability. Experimental research must give the answer to that. The clinical psychologist has to measure the abilities possessed at present. If social success, or a vocation requires a great development of a specific capacity, he must look to research to furnish him with the facts upon which to decide if the ability can be developed, and how much, and by what methods.~~

No argument is necessary to demonstrate the importance of memory. A poor memory may account for school failure; a good memory for faces may partially explain the success of a salesman; a good memory for details may be the makings of a superior secretary. A poor memory in certain directions (the very things that are forgotten) may give the key to emotional problems of a most vital nature. Although emotional resistances which prevent recall, must be investigated, the facilitation of recall by emotions cannot be ignored. Very forceful experiences, though disagreeable, make forgetting quite

impossible, except through the mechanism of amnesia, which is an abnormal condition and a symptom. Strong pleasurable emotional reactions accompanying experiences, reinforce these experiences and make them quite unforgettable. The less violently unpleasant, the mildly pleasant, and the indifferent experiences, are most quickly forgotten. They are not vital to the organism, for if they were, there would be present strong affective states. Experimental studies of the effect of emotion on memory have not produced reliable results, because the emotions induced have been too mild to give evidence for or against.

(4) Apprehension span alone remains to be considered, of the four abilities at the second level. It is a capacity that is quite fixed. What improvements are noted, as the result of experience and training, are due to grouping into larger units, not to an increase in the number of discrete units. Since apprehension span has been defined as "THE ABILITY TO GRASP A NUMBER OF DISCRETE ELEMENTS (units) IN A SINGLE MOMENT OF ATTENTION, AND TO REPRODUCE THEM IMMEDIATELY", it should not be called memory span, as it so frequently is called. It is not the same as memory. No recall is required after an interval of time. In clinical procedure, it is advisable to measure the apprehension span for numbers, SYLLABLES and IDEAS. Successful performance of tasks of varying kinds and complexities, probably requires a minimum capacity for "grasping" experiences at the different intelligence levels.

This is suggested by the implications of some of the results of studies on the apprehension span for digits. For example, it has been found that no student with a span of less than five can do secondary school work, and no student has successfully completed secondary school studies, in regulation time, with less than a span of six digits. Such evidence can be invaluable to the clinical examiner.

One other point should be kept in mind in connection with the apprehension span for digits. This is, that, beyond the minimum span required at a particular level of complexity of performance, the increase in the ~~size of the~~ span is no indication of greater intelligence or of a measurable increase in the ability to apprehend a greater number and more complex experiences. Present evidence points to the fact that a span of six to eight digits is apparently all that is required. People with intelligence or a need for comprehending complex situations, will group the units and think increasingly in terms of relations, more complex relations, and relationships between relations.

There are five complex abilities at the third level of our outline, which loom big in any examination, and ~~which~~ are essential to the understanding of personality, especially of superior children and adults. These abilities are: ANALYTIC, REASONING, ORGANIZING, JUDGING

and LANGUAGE ABILITY. Fundamentally, they are not necessarily distinct or mutually exclusive. Clinically, as observed behaviour, they are distinguishable and should be described as separate capacities which vary with individuals.

When we discussed intelligence, we stressed two fundamental factors, - namely, discrimination and co-ordination or seeing relations. Here the two processes are raised to special abilities. Analysis is a process of breaking down into simpler units or into elements, of complex parts and of wholes. Organization is the relating, building up, synthesizing process. It is the placing of elements in their proper relationships, in order to secure the most complete and efficient unit; the placing of the units in their logical relationship to the whole, so that the whole will stand out as a co-ordinated whole capable of existing or functioning at its maximum efficiency. Many analytic people have little organizing ability and many persons with superior organizing ability are quite poor at analysis. The latter do a minimum amount of unavoidable analysis, or they get somebody to do the analytic work^{for them}. Just as we tried to show that a distinction can be usefully made between discrimination and intelligence, and that there is a necessary minimum of discrimination required in order to have any intelligence, and a higher minimum to have superior intelligence, so in organization,

a certain minimum of analytic ability is required before there can be any or superior organizing ability, and a differentiation between the two has practical value.

Essentially there is no difference between analysis and organization, except the difference of habitual direction of attention. Analysis is not possible without the ability to see the relations that have to be broken down into simpler relations or characters. Organization is not possible without the ability to discriminate. The difference comes in as a matter of form of mental functioning. (P) The ANALYTIC PERSON is one whose ATTENTION HABITUALLY TENDS TO BE DIRECTED TOWARD THE RELATIONS of DIFFERENCE and SIMILARITY and one who has the ABILITY TO SEE WELL RELATIONS of DIFFERENCE and SIMILARITY; the ORGANIZING INDIVIDUAL is one whose mind is HABITUALLY DIRECTED TOWARD, AND EXERCISED IN, THE SEEING OF RELATIONS BEYOND AND ABOVE THOSE OF DIFFERENCE AND SIMILARITY, and one who has the ABILITY TO SEE WELL THESE OTHER RELATIONS, such as those of space and time and the relations between relations. We decided earlier that the ability to see more relations and more complex relations, was a sign of superior intelligence. Since organization is concerned with the search for higher and more complex relationships, we can consider good organizing ability as a sign of superior intelligence.

A report on a personality analysis should

indicate whether analytic ability is GOOD or POOR in QUALITY, and SLOW or FAST in OPERATION. (2) The report should make clear if organizing ability is at its best when dealing with OBJECTS, with FACTS and IDEAS, with ACTIVITIES and RELATIONS. Some men are excellent organizers of concrete objects and the relations between them. They have quick insight into how raw materials or machines should be placed in reference to each other and to other things, such as buildings and train sidings. Some men, on the other hand, are helpless in this respect, though they may be familiar with the raw material and the machinery. Other men can take facts and ideas and place them readily in their proper relationships. They work out a plan and that plan is co-ordinated. It will work. Everything is placed according to its importance to the scheme as a whole, and in reference to each supporting fact. Some men organize activities best. They are most effective when co-ordinating the activities of other men. They are the executives, the leaders of men - not the inspiring leaders necessarily, but rather the organizing, directing leaders. Finally, there are the men who are well organized in their mental activities. What knowledge they possess can be readily tapped; their mental processes proceed in an orderly fashion. There is little waste and fluster and confusion. Each process is co-ordinated within itself and synchronized with other processes and

all these contribute to the final purpose of the organism.

The organization of mental operations, as just briefly described, is readily recognized, from a clinical point of view, as being different from that of a disorganized mind. (3) REASONING is a series of processes within a relatively closed system of limits. It is analysis and synthesis for the purpose of seeing relations in reference to a specific end. The seen relations, we call a conclusion. There are men with unusual ability to take a specific problem and reason it out to its sound conclusion, who are not organized in so far as their whole mental life is concerned, or in respect to how the sound conclusion at which they arrived, is related to other conclusions and the rest of the body of knowledge they possess. A mathematician, a physiologist, a chemist, so often arrives at a brilliant conclusion through the use of reason, but fails to see the relationship of his final result to other problems of life or even to other known results of his own science.

Theoretically there is no difference between organization and reasoning. The distinction comes in simply as a matter of degree, and as a matter of ^{description} ~~thinking~~ that reasoning is a mental process dealing with abstract symbols. Organizing is reasoning at the higher levels. We think of the phenomenon as organization, when it expresses itself in observable behaviour, such as an organized outline, course of studies, placement of machines, method of work for

salesmen, etc., etc. Since organization is a matter of results, overt expression of the higher capacities for relating, we can get much help toward the evaluation of a subject, by paying attention to the signs of organizing ability, as these are indicated in the story told by an individual in an interview. When dealing with superior subjects, the evidence of a high order of organizing ability points to a high intelligence, even if the results on simple intelligence tests are poor. Highly intelligent and successful men are uninterested in simple relations and out of the habit of dealing with them. A person's reasoning ability and organizing ability can be well described in terms of the capacity to see the relationship between the PART and the WHOLE, the SPECIFIC FACT and the PRINCIPLE, the DETAIL and the Essential POINT, the CAUSE and the EFFECT; in terms of the ability to see the relationship between ONE PRINCIPLE and ANOTHER, between ONE RELATION and ANOTHER.

(4) JUDGMENT, in a clinical sense, is not the same as the process so called and defined in academic psychology. We are here thinking of judgment as the END RESULT of the REASONING and ORGANIZING PROCESS. A man has good judgment if his conclusions, his decisions, are sound; if his predictions come true; if his goals are more effectively attained. A judgment is a prediction, a prognosis. It is a case of saying that this, plus this, plus this, will give such a result, and that if a particular factor is

altered in an already known sequence, there will be a different predictable result. A person may reason soundly that if this and this is done, a definite event will take place. But it does not happen as expected. The man reasoned correctly, in the limited sense we use the term, but he did not have organizing ability. He did not reason on a high enough level; he did not see enough relations. He did not see that the windows would have to be open, because men cannot work without air; he did not see that the company cannot afford to buy one of the rare ingredients needed in his scheme and still compete with other factories. His judgment was poor because he did not appreciate the relationship of his units to the many other elements and relations not contained in his reasoned formula. A young man may be wrong in his judgment that a particular girl will marry him, simply because he knows that he can support a wife; that the particular girl loves him; that she wants to marry him; that both families approve; that he and the girl are in good health; that there are no legal obstacles. The girl may refuse him on a single point, ^{such as} ~~like~~ her feeling that she is needed at home since her father is dead and her marriage would necessitate removal to a distant city. The success with which one sees all the essential factors and their relationships to a desired goal, determines what is good and what is bad judgment. That is how the layman thinks of it; that is how the clinical psychologist

should describe and evaluate it.

Some of the questions that the clinical psychologist should be able to answer about judgment are: Is the man's judgment best in connection with CONCRETE or ABSTRACT MATERIAL ^{with} or/SOCIAL SITUATIONS? Are his JUDGMENTS ABOUT HIMSELF sound? Does he evaluate properly his abilities and limitations? Are his judgments reliable in respect to what is RIGHT and WRONG? Does he have "hard and fast rules" and standards which ignore important specific factors or conditions related to the specific conduct - actual experiences?

(5) Much of our thinking is in terms of language and much of our self-expression is in terms of language, and most of our communication is oral or written language. Except for the sympathetically induced emotions, words and pictures, for which there are verbal concepts, are used to influence the thoughts and actions of others. Therefore a measure or estimate of LANGUAGE ABILITY is necessary to clinical procedure. Knowledge of a word helpsthinking by shortening the process of arriving at meaning-insight. It reduces the process from a paragraph or a page to the use of a single word. Sometimes the equivalent of a paragraph or a page was required to produce the concept which has become the single word for the individual. The use of the right word will make a meaning clear or induce action, while a wrong word will make for confusion and non-action.

Distinction should be made between the ability to use WRITTEN and SPOKEN LANGUAGE, and in connection with the latter, between the capacity for the use of good language in CONVERSATION and in PUBLIC SPEAKING. People also differ as to their ability to LEARN LANGUAGES, to USE LANGUAGE and to SPEAK IN PUBLIC. Public speaking does not only depend upon the emotional factors accompanying speech and gesture, but also upon a different choice of words and their combinations. The reading of a speech that was not heard, does not mean the same, as when it is heard as a speech. The same words and sentences had a special meaning because of the inflection of voice or because of a pause in delivery.

A few popular concepts related to analyzing, reasoning and judging are an aid to the clarity of a personality description. To say that a man has a keen mind; that he is shrewd; that he possesses a lot of common sense; that he has good practical judgment; that he is logical in thinking, conveys much which more technical terms cannot express effectively. The results of a psychological study have to be imparted more often to a layman or scientist without a psychological background, than to a psychologically trained individual.

Affective Factor\$.

The complex and confused emotional facts derived from the history must be interpreted and have to be described in more general terms and in an organized fashion, if the personality analysis is to have meaning and practical value. What do the facts imply that a patient cannot bear to work in a certain factory, that he masturbates, that he gossips? A simple recording of these facts is not enough, yet that, and the results of tests, is all that many psychological reports give. What is needed is an explanation that the patient has strong sense feelings in connection with certain olfactory sensations and therefore cannot work in a factory where particular smells prevail; that he masturbates because there is no normal sexual satisfaction; that he gossips because he would really like to do the things that he ~~imputes~~ to others - that it is a projection mechanism.

Our scheme of personality description places SENSE FEELINGS and INSTINCT FEELINGS at the first level of complexity. An attempt should be made, in regard to sense feelings, to show what the person does because the feeling of pleasure or displeasure is unusually strong in connection with certain AUDITORY sensations and NOISES; in connection with certain GUSTATORY sensations and DISAGREEABLE TASTES; in connection with certain KIN^ASTHETIC sensations and the unpleasant feeling of PHYSICAL RESTRAINT;

in connection with certain OLFACTORY sensations and NASTY SMELLS; in connection with some organic sensations, such as PHYSICAL WELL BEING, RELAXATION, RHYTHMIC CHANGES IN EQUILIBRIUM and the unpleasantness of RESISTING FATIGUE, of TENSION, SUDDEN CHANGES IN EQUILIBRIUM, PAIN; in connection with some TACTILE sensations and IRRITATIONS OF TOUCH; in connection with some TEMPERATURE sensations and the painful feelings of HEAT and COLD; in connection with certain VISUAL sensations and DISLIKED COLORS; and in connection with disagreeable INTENSITIES.

It is possible that a man is physically active because of the intensely pleasant kinesthetic sensations that he derives from such activity; that he is lazy because of the unusual satisfaction that he gets from relaxation; that he is restless because he is annoyed by too much tension; that he is an outdoor man because he likes so much the feel of the cold wind, warm sun and driving rain; that he does not wear woolen underwear because it is too unpleasantly irritating. Seemingly illogical conduct and twists of personality may sometimes be explained on the basis of sense feelings. There are certainly gourmands and constipated people who eat too much because of the intensely pleasurable sensations they get from the taste of some foods and drinks. An over-consumption of intoxicating beverages may be due to pleasurable sense feelings of taste and not to defense and escape mechanisms. The

distaste of nausea may affect behaviour in many ways. It will be discussed at more length later, because of much confused thinking about it. From the point of view of sense feelings, sensuousness can be understood without reference to morality and the apparently ridiculous swaying back and forth of some children becomes less baffling. Too often insufficient attention is given to these simpler explanations; to the influence of intense normal experiences and normal peculiarities of individual people.

INSTINCT FEELINGS loom very large in a scheme of interpretation and description of personality. They are the dynamic factors in conduct and in the formation of sentiments and ideals. They play a vital part in the formation of what are called "complexes" and "mechanisms". The clinical psychologist must pay attention to this important group of affective factors, and for them he needs descriptive terms in order to explain, to report, the behaviour of people he has studied. Curiously, clinical workers have found the well known classifications of emotion, made by academic psychologists, quite useless in their work. Something seemed to be wrong with the classifications, even considered as a descriptive scheme only. Except for psychoanalysts, the psychoanalytic attempt to describe emotions in terms of ego and sex drives, is also inadequate for all observed behaviour in which affect plays a part.

Experience and reflection have led us to follow,

in a very general way, Professor McDougall's Classification of instincts and emotions, paying special attention to Professor Drever's suggestions and criticisms of the classification. We find Professor Drever's point on the bipolarity of emotions especially, most useful and often a necessary concept. Bipolarity is apparently a universal the phenomena of experience. We have/extension and flexion, acceleration and inhibition, anabolism and catabolism, life and death, light and darkness. There is always interaction, opposition, conflict, alternation, between the positive and the negative. The same phenomenon is apparent in all emotions, though more confused and obscure in some of them than in others.

We divide instinct feelings into ORGANIC and TRUE EMOTIONS. The organic instinct feelings are HUNGER and THIRST (sucking), GRASPING, ELIMINATION, and SEX. The true emotions are FEAR, TENDER EMOTION, ACTIVE SYMPATHY (gregariousness), ACQUISITIVE EMOTION, WONDER (curiosity), WANDER-LUST (migration), and the more general affective responses accompanying PLAY, CONSTRUCTION, IMITATION, PASSIVE SYMPATHY, and SUGGESTIBILITY. The concept of organic instinct feelings is more serviceable than that of appetitive instinct feelings. GRASPING and ELIMINATION belong in this group, but they cannot very well be thought of as appetites. Another factor which points to a sameness in kind of the organic instinct feelings, is that success

in eating, grasping, elimination, and sex, produces the same affective state, namely CONTENTMENT. The satisfaction of true emotions produces something different. It is a state of ELATION.

All instinct feelings can be described in terms of the affective state that results from the SUCCESS (positive pole) and FAILURE (negative pole) of the INSTINCTIVE ACT, and in terms of the emotions resulting from the kind of FAILURE in which the emotional reaction is TO THE FRUSTRATION. The emotional reactions directed against the frustration also express themselves in a bipolar fashion. Let us take one of the organic instinct feelings and one of the emotions as examples. The desire for food is satisfied and the result is CONTENTMENT; the attempt to satisfy the desire is unsuccessful and the result is a SURRENDER FEELING or DESPAIR; the organism reacts to the frustration, to the interference which made for failure in satisfaction and the result in JOYFUL RAGE (positive) or ANGER (negative). In the case of the TENDER EMOTION, the result is ELATION with SUCCESS, SUBMISSIVE FEELING with FAILURE; and when the REACTION IS TO THE FRUSTRATION there is JOYFUL RAGE if the organism FIGHTS the FRUSTRATION, and ANGER if it REACTS AGAINST the FRUSTRATION INTERNALLY BUT DOES NOT FIGHT.

So far several points stand out as significant. One of these is that there is a positive and negative

affective state produced by success and failure - by satisfaction and non-satisfaction, and that there is a positive and negative affective state produced when the organism reacts to the frustration. In the latter case the positive affective state (joyful rage) accompanies the effort to overcome^{to} remove the frustration, and the negative state (anger) accompanies the non-action, non-expressive, internal reaction to the frustration. The second point is implied in the first. It is that ELATION and SUBMISSIVE FEELING are affective states which accompany SUCCESS and FAILURE, -SATISFACTION and NON-SATISFACTION, and that JOYFUL RAGE and ANGER are the affective responses accompanying all REACTIONS TO FRUSTRATION. The PUGNACIOUS INSTINCT INDULGED, gives JOYFUL RAGE; RESTRAINED (frustrated) it produces ANGER.

Another point that is illuminating is that the affective states resulting from the reaction to frustration, vary in degree. JOYFUL RAGE varies in degree, but we have no words in present use, to describe the various degrees of it, but in the case of the negative pole we do have useful terms. The mildest state is that of IRRITATION or ANNOYANCE; then comes ANGER; then IMPOTENT RAGE. However, before we reach the level in the emotions of frustration in which there is a differentiation between the positive and negative, we have a vaguer general response which is well termed RESTLESSNESS. It is a weak undiffer-

entiated emotional response which takes place when the organism is not conscious of the interfering cause, and when it is reacting consciously to the frustration, but only in a MILD MANNER. We may feel restless, when we are not having any satisfaction of our sexual needs, and we may feel restless when alone but desiring to have people about. However, as soon as we react strongly to the situation, we experience a joyful feeling in overcoming the obstacles to sexual satisfaction and companionship, or we feel irritated, angry, or enraged at the frustrations, without fighting for the sex object or the opportunity for sexual and social satisfactions.

Frustration may be EXTERNAL, like physical obstacles, lack of money, refusal of the person who can provide satisfaction, or they may be INTERNAL checks, such as taboos and the emotional interference of acquired sentiments of right and wrong. Another characteristic of frustration is, that it is a CHECK to the ACTION or IMPULSION TO ACTION and not an interference with the expression of the accompanying emotion. In fact, the emotional states incident to the satisfaction (success), non-satisfaction (failure), and frustration (failure without surrender), of all instinctive behaviour, GO WITH THE ACTION and NOT WITH the SPECIFIC EMOTION WHICH IS A PART OF EACH INSTINCTIVE ACT. Contentment does not result from experiencing the emotion accompanying the sexual

act; it comes with carrying out the actions of copulation. The feeling of elation does not come with the satisfaction, with the expression of fear; it is produced by the satisfactory expression - carrying out - of the instinctive actions of escape. Similarly the feeling of submission (~~despair~~) results from failure (non-satisfaction) of the actions or impulsion to escape and not from lack of expression of the escape emotion of fear; nor is a feeling of joyful rage (positive state) produced by interference with the emotion of fear, but rather by the check to the escape mechanism ^{to} -/the actions directed toward escape. In connection with frustration, we can go ^{so} ~~as~~ far as to say that joyful rage (positive emotion associated with the pugnacious instinct), is felt in response to frustration of another instinct but with the expression and not with the frustration of the instinct of pugnacity which frustration tends to arouse. On the other hand, we feel anger (negative emotion associated with the pugnacious instinct), when the instinct of pugnacity is aroused by a frustration, but the newly aroused impulse to pugnacious action, is itself frustrated. In other words, anger is the emotional state produced by the frustration of the instinct aroused by a frustration; joyful rage is the emotional state produced by the expression-carrying out-of the instinct aroused by frustration.

It is important for the student of personality.

to appreciate the fact that in varying degrees, elation comes with SUCCESS - satisfaction, and ANTICIPATION of SATISFACTION of all drives - instinctive and acquired; that the feeling of submission accompanies FAILURE - non-satisfaction, and REALIZATION OF IMPOSSIBILITY OF SATISFACTION of INSTINCTIVE and ACQUIRED drives; that in varying degrees, joyful rage and anger are produced by the reaction to frustration of all drives INSTINCTIVE and ACQUIRED. As in the case of all rules, there are exceptions to the above generalizations. The human organism does not always do what it should do. For example, instead of feeling submission (giving up in despair), or feeling the joy of fighting, or feeling impotent rage, in a situation where escape is impossible, a person may feel SATISFACTION IN THE FRUSTRATION. It is a feeling of "Oh well, I finally got caught, I finally got beaten". It is a kind of "humour response" which can be discovered in connection with the non-satisfaction and frustration of all desires. Had it more structure and permanency, it could be called a simple sentiment - a complex. It is however, a specific response to a specific situation, at a particular time. The same affective condition may not accompany a similar experience at another time. For that reason we treat the satisfactions in frustration of instinct feelings, as acquired characteristics of the instinct feelings. This "humour response"

is probably not present in infants and young children.

Another exception to the general rule is the affective reaction which is called DISGUST. Experience and reflection have led us to the conclusion that disgust is a SIMPLE SENTIMENT and not a specific emotion. We shall therefore discuss it under sentiments, but a few facts are in place here, as an illustration of another kind of exception to the rule about elation, submissive feeling, joyful rage, and anger; However, before the facts about disgust, which belong here, can be intelligently presented, we must consider several reaction mechanisms associated with the instinctive responses of HUNGER and THIRST.

The mechanism to which we refer, are the REPULSIVE MOVEMENTS of REJECTING the NIPPLE, of REFUSING FOOD, and of NAUSEA. These are physical responses peculiar to the eating instinct. Their purpose is purely biological. Calling the feeling tone accompanying all or any of these reactions, disgust, has led to much confusion. The affective side of the repulsive movements is the SENSE FEELING of DISTASTE. Along with the feeling of distaste, there tends to be aroused, in varying degrees, the usual emotions produced by frustration. This is the case, because repulsive movements imply frustration - not getting what is wanted. With the INTENSIFICATION of the sense feeling of DISTASTE and the COMPLICATION of it BY the EMOTIONS AROUSED BY NON-SATISFACTION and FRUSTRATION,

we get the beginnings of DISGUST - a SENTIMENT. As a sentiment, it will be associated with normally desirable food, and it will be TRANSFERRED to objects and experiences not related to eating. There always remain the incipient movements of mouth and throat, to emphasize the fact that disgust is a sentiment built upon a sense feeling associated with the instinct of eating, and transferred to other experiences. An example of such a transfer is disgust with slime and filth.

The reactions like disgust with sex, are of a different nature. There is the intensification of distaste and the transfer of the oral affect with its complication of frustration emotions, but the response is more than that. The reaction TO THE FRUSTRATION is strong enough and complex enough to require a DEFENSE MECHANISM. The person cannot admit to himself the need for satisfaction in spite of frustration, so he escapes by developing a defense mechanism - by intensification of distaste, by transference of it, with all the complications of frustration emotions, to a NORMALLY DESIRED EXPERIENCE. That is disgust as a defense mechanism. It is an INVERTED AFFECT. It is the affective aspect of a simple sentiment developed in place of a satisfaction that is UNCONSCIOUSLY DESIRED.

Curiously enough, though in keeping with the concept of bipolarity, the defense mechanisms resulting

from frustration, may appear in a positive form, as well as in a negative one. DISGUST with SEX is an inversion of affect of a negative kind; LONGING for CONTINENCE is an inversion of a positive kind in respect to the same frustration. DISGUST with LIFE is a negative defense mechanism; LONGING for DEATH is the positive form of the mechanism. DISGUST with PEOPLE, social relationships is the negative pole of the defense mechanism springing from frustration; LONGING for SOLITUDE is the positive expression of it. Careful study of accumulating evidence in connection with the positive features of inverted affect, point to the fact that all these affective reactions, many of them so highly praised by moralists, are in reality defense mechanism resulting from frustration of normal desires. Longing for continence, longing for solitude, are not due to absence of sexual desires and gregarious desires. These "longings" are strong affective reactions. They are not absence of emotion or desire. Occasionally, one meets a person lacking sexual drive, who therefore craves no sexual satisfaction, but he does not LONG for CONTINENCE or extol the superiority of the "pure" life.

(1) The need for food and drink and the uncertainty of getting them, still are very real factors in the lives of the majority of people. The psychologist cannot ignore the effects, of the ORGANIC INSTINCT FEELING of

HUNGER and THIRST, in the case of children and adults. It may lead to stealing and violence. Submission to privation makes for apathy and a feeling of inferiority. Privation in early life may result in over-sympathy and generosity to the poor and hungry, when success has been attained, or more likely, to a hardening of the heart against all suffering. The latter is an attempt to escape from the memories of despair and unhappiness which helping others would constantly revive. It is possible that the examiner will have to describe the influence of early frustrations of the hunger and thirst drive, as it manifests itself in unreasonable hoarding, fear of loss of the means of sustenance, or in over-compensation by over-display. The hunger and thirst drive may also express itself in the habit of much eating, as in the case of the gourmand, or in the habitual preference for the finest and most tasty in food and drink, as exemplified in the gourmet. When the eating instinct is weak, we are apt to get "finickiness" in eating. It may be due to emotional "conditioning" in some cases, but whether it is the result of "conditioning" or of a natural weakness of the food drive, the "finicky" eater acts as a person with a weak desire for food. The influence of this kind of behaviour in connection with eating, must be given proper attention. It is apt to explain causes of friction, nagging, irritability, and emotional conditions produced by

these. What a "dog's life" many children with small appetites lead.

(2) GRASPING and REACHING, as organic instinct feelings, are important to the examiner mainly in connection with their frustration in early childhood. The first cruel blow, to the urge which would develop into a desire for experiences, and probably becomes associated with curiosity in later life, is dealt by parents when they remove objects the infant reaches for, and when they restrain the hand of the child, as it tries to reach the things that attract its attention. Also penning in a child so ^{that} it can grasp and reach practically nothing for a couple of years, must not only kill, in a measure, the desire to explore and experience, but it must slow up neuro-muscular and mental development. The child's environment is made barren and stimuli are reduced to a minimum. Furthermore, not being able to grasp and reach and manipulate and throw and break and enjoy and be hurt, must lay the groundwork for lack of confidence and a feeling of inferiority in later life. The child is not allowed to succeed enough, so it overdevelops the responses of surrender, of submissiveness, ~~of despair.~~

(3) The process of successful elimination is a satisfying experience and interference with it is usually a disagreeable one. The clinical psychologist should not consider a child's interest in an experience that produces

contentment as abnormal, unless the interest continues too long and too strong in comparison with other interests. Such an interest must not be attributed to another organic instinct feeling, such as sex. Too much attention must not be given to the erotic features of elimination, although it should not be forgotten that retention of faeces can be sexually exciting. The sexual excitement may be the natural result of the physical stimulation produced by the pressure of a congested colon. Later, retention may be practised to bring about the sexual excitement.

(4) The whole problem of sex is involved. The interpretation of the personality must not only take into account factors like the above, but numerous others, such as the STRENGTH of the desire for sexual experiences, the kind and degree of SUBLIMATION, the reason for FETISHES, the meaning and effect of the PREFERENCE FOR NON-GENITAL AREAS as sources of satisfaction, the adjustments to a tendency toward MASOCHISM and SADISM, the extent of inclination to HOMOSEXUAL CONDUCT.

It will help the clinical psychologist to take the view that probably all of the so-called perverted sex forms of behaviour are present as tendencies, and are partly expressed, in the normal sex behaviour of normal men and women. With that point in mind, he should then attempt to understand what the particular sexual habits

and tendencies of the subjects have done and are doing to the emotional life of that individual. Homosexual attachments of the emotional kind are so common among women, that these are not even thought of as abnormal. The step to overt behaviour is just a matter of degree and more frequently taken, when there is lack of attention from men. Often, the substitute practice becomes a habit. These habitual "substitute" homosexuals are not perverts. They can enjoy normal heterosexual experiences, and do, when they have the opportunity, provided their emotional reactions to their previous behaviour do not complicate the change to heterosexual enjoyment. Men removed from women for long periods are apt to indulge in conduct which only approximates sexual behaviour. If the so-called abnormal tendencies are strong, they may become greatly reinforced by such accidental needs for indulgence and become quite fixed.

The sexual factors in women subjects or patients should be approached on all the above mentioned facts, but in addition two changes in the common point of view, will help the investigation. The belief that masturbation is rare in women, is not true to facts, and the attitude that women are less conscious of sex, does not seem logical. Women are constantly stimulated sexually; if not consciously at least just below the threshold of consciousness. The friction of wearing apparel; the continuous need for pulling down the shirt and seeing that the breasts are not exposed;

to
 the speculation as/whether the man they are to see will
 attempt to make love; the resisting if he does; the
 wondering ^{to} as/why he did not attempt to fondle her; the
 stimulation of meaningful glances and stares of men (even
 of "nice" men, with whom the look may be unconscious),
 all these are sexual irritants to women. Add to these
 the sexual excitation of horseback riding and dancing
 and the, less frequent than in men, experiencing of an
 orgasm in sexual intercourse, and is there any wonder why
 women are more neurotic and romantic, and why more women
 than men are neurotic and romantic? A woman subject is
 difficult to understand without reference to the sexual
 side of her life - conscious or unconscious. The examiner
 should be able to recognize the symptoms - the signs and
 interpret them in the light of the whole personality
 and interpret the personality in light of them.

It is not possible to understand the foolish
 things some otherwise well behaved men and women do, if
 we do not have a fairly accurate idea of the strength of
 the sex drive. Nor does the "goodness" of some people,
 in sex matters, seem so peculiar when we learn how weak
 their sex desires are. A man will get himself into all
 kinds of compromising positions, because he is strongly
 sexed and is not satisfied by a wife or because he is not
 married. A woman with ideals and love for her husband
 and home, will ^{involve herself in} ~~get herself into~~ intrigues, because she

has strong sexual desires which are not satisfied. When the unsatisfied desires are not too strong or the inhibitions are strong, the unemployed sex drive is apt to express itself in flirtation. This can be a safety valve and it can also be the unintended preparatory step to more serious conduct. There are many specific and general features of sex conduct and the EFFECTS OF THEM which the examiner must discover and understand, before he will really know his subject; but they are so many and important that a whole volume would be necessary for a satisfactory discussion. There is but one point in connection with the strength of the sex drive, which should be emphasized here. This is that superiority goes with superior energy, superior libido. The man with small sex interest and needs, ^{as a rule,} is a man with small energy, and limited ability. One must not be misled into mistaking superficial sex interest and activity for strength of sex drive. There are sexual dilettantes who like to flirt and "spoon" and play at sex, without more than occasional coitus. It is a surface excitability that may have been developed as a result of overstimulation of sexual feeling by masturbation; by fantasy; by risqué stories, literature, and pictures. The sex play is usually enough to satisfy. The idea of the relationship between strength of the sex drive and superiority remains a most useful clinical concept.

Sublimation is probably entirely satisfactory for

those who have developed effective sublimation mechanisms and are not strongly sexed. Those with strong sexual desires cannot sublimate entirely. For these, if there is not normal satisfaction, there remains the two possibilities for all non-satisfied instinct feelings, namely surrender-submission, or irritability and anger. Even when a man or woman "gives in" - gives up hope of getting the desired experiences - there will be so called neurotic signs of the maladjustment and usually definite evidence that there is also a certain amount of REACTION TO the FRUSTRATION, as expressed by irritability and temper. Insight into temperament requires knowledge of the benefits and ravages of sex satisfied and unsatisfied. Over-indulgence will sap energy and produce as definite a picture as insufficient satisfaction.

The true emotions, as previously stated, we have grouped under the headings, GENERAL and SPECIFIC. The non-specific emotions are the affective states accompanying CONSTRUCTION or MANIPULATION, IMITATION, SUGGESTIBILITY and PASSIVE SYMPATHY (following McDougall in the definition of the latter). The personality study has to be built, in part, on answers to questions similar to those that follow. Which of the general emotional reactions have been important in shaping the life of the individual, and which explain some of his present behaviour? Is he playful, with due regard for the serious things of life, because he has

a strong urge to play and gets much satisfaction from it? Is he frivolously playful because he lacks good sense, or because the drive toward play is too powerful to resist? Does he always build something at home or factory, as an outlet for his desire for construction, and is he unhappy at work because he has no opportunity to build and deal with concrete things? How does he compensate for the lack? Does the child or man display habits, physical and emotional, which are an imitation of the same in parents or somebody admired? Is an unusual display of sympathy necessary to the happiness of the man, and is he maladjusted because he is restrained from displaying it, or is he ridiculed because he does show his sympathy? Should a man be ^{criticized} ~~critized~~ because he does not feel sympathy or because he is suspicious due to strong suggestibility and an environment that suggests suspicions? We must not think of behaviour as good or bad, as weakness or strength, simply on the basis of its presence and our ideas about it. A critical person is responding to his environment as the result of what he is. He is critical because of negative suggestibility and past experiences. Another person, as suggestible in a positive way, is too credulous. Which reaction is preferred depends upon the environment and the aspirations of the individual.

The specific emotions provide more recognizable evidence for the motivating forces of the organism and the

reasons for specific behaviour, than do the general emotional reactions. We shall consider ELATION and SUBMISSIVE FEELING, JOYFUL RAGE and ANGER ~~as being~~ specific emotions, although they are aroused by the general stimulus situations of satisfaction and non-satisfaction of instinctive drives, and by the reaction to all frustrations. The specific emotions tend to be more distinct and more violent than the general ones. Their bipolarity is pronounced; and the personality characteristics based on the positive and negative phases of the emotions, are large in number. The outstanding and uniformly expressed characteristics must be noted in a personality analysis, if it is to be a true picture of an individual.

Predominance or quite uniform presence of positive self feeling (elation) and negative self feeling (submissive feeling), are responsible for a person being determined or easily discouraged, assertive or submissive, forceful or meek, bold or shy, self-displaying or self-effacing, emotionally a leader or a follower, confident or lacking confidence, in feeling superior or inferior. It is most important to know if a man has or lacks confidence in his physical and mental ability, his educational equipment, his social position, his health, his organs, his personal appearance, his adaptability to the opposite sex, his confidence in the future, in the promises of religion.

The man's temperament, his success and failure, his emotional disturbances, his strivings, are determined or coloured by the things concerning which he lacks or has confidence.

The feelings of SUPERIORITY and INFERIORITY are an outgrowth of elation and submissive feeling. They are systematised beliefs and feelings, with elation and submissive feeling as the dominant emotions. They are SIMPLE SENTIMENTS. A SENTIMENT of SUPERIORITY is built upon REPEATED SUCCESS IN OBTAINING DESIRED SATISFACTION; upon SUCCESS IN OVERCOMING OBSTACLES; upon BELIEF IN THE ABILITY TO SATISFY DESIRES; upon belief in the ABILITY TO OVERCOME OBSTACLES. The SENTIMENT of INFERIORITY is built upon the reverse conditions. Both can be developed to a great extent by suggestion (of people and environment), when there are not present the experiences which tend to create the opposite sentiment.

JOYFUL RAGE and ANGER are the opposite poles of the emotion accompanying the INSTINCT of PUGNACITY, which is aroused by all REACTIONS TO FRUSTRATION. If a man has strong drives on the positive side, he is a fighter - the "happy warrior". He looks for a fight and enjoys it. He is the pugnacious, "scrappy" individual who fights for the love of fighting or the goal before him. In one case, emotion is the motive because the desire is to experience the emotion of joyful rage; in the other case, the emotion is subordinate to another motive, namely, the

desire to overcome the obstacle - the frustration - in order to attain the desired end. Anger may be too often felt, too often uncontrolled. It can become a habit and use up much needed energy. It tends to inhibit rational processes and disrupt personal relationships, if it is violent. Joyful rage, on the other hand, organizes the energies and facilitates action. IRRITABILITY is a milder form of the negative response to frustration. It too can become a habit, if experienced too often in place of joyful rage.

(1) The RELIEF of FEAR is a pleasurable experience. It is really the positive feeling of ELATION produced by successful escape from danger. It does not give rise to many definite characteristics, clinically observable. The delight that some people take in courting danger - "playing with fire"-is probably due to the desire for the satisfying feeling of elation of escape. Although positive fear usually facilitates thought and action, it may paralyze both, if the "hiding" form of the instinct-of the escape mechanism - is set into action. This is an example of the inadequacy of instinctive responses for the solution of all life's problems.

FEAR, on the negative side, has far reaching effects. It leads to ~~DESPAIR~~, SURRENDER FEELING, feelings of inferiority, retardation of thought and action; and it consumes much energy. Fear reactions serve as focal

points for the formation of "complexes" and "defense mechanisms". The positive feeling of elation at escape from danger, as well as the positive reaction of joyful rage to frustration of escape, have their utility, but irrational fears are harmful. They lead only to DESPAIR or the INTERNAL TURMOIL of ANGER and IMPOTENT RAGE. Every examination should disclose if any fears are strong enough to motivate behaviour. The more common unreasonable fears are: the fear of SOCIAL DISAPPROVAL, of BEING ALONE, of PUNISHMENT, of DISEASE, of HELL, of DARKNESS, of FAILURE, of SEX, of INSANITY, of FALLING, of GHOSTS, of ELECTRIC STORMS, of the STRANGE and UNKNOWN. Conventionality, courage, and the desire for security are more complex characteristics probably based upon the positive and negative poles of the emotion of fear, plus other factors. The DESIRE FOR SECURITY is a very powerful motive in the lives of many people. He who feels no fear is not courageous. The courageous man is the one who is afraid - the one who reacts to danger with the emotion which accompanies the desire to escape - but who still goes on. A stronger desire than the desire to live is functioning.

(2) The TENDER EMOTION has for its negative pole the feeling that comes with non-satisfaction. It is a sorrowing, a FEELING of SUBMISSION, RESIGNATION, SURRENDER. ANGER will be felt if the organism REACTS TO THE FRUSTRATION with INTERNAL, UNEXPRESSED "fight". If the organism FIGHTS THE

OBSTACLES to the experiencing of the tender emotion, the emotion felt will be JOYFUL RAGE. Opposition to the satisfaction of any strong desire produces joyful rage or anger. NON-SATISFACTION of a desire WITHOUT THE REACTION BEING DIRECTED TOWARD THE FRUSTRATION, produces a feeling of SUBMISSION. In connection with the tender emotion, the traits of kindness and unkindness, forgiveness and vindictiveness need describing; and the desire for affection, domestic relations, children, and welfare activities, need elaborating. The symptoms produced by the absence of affection, home life, and children, may be very important. If it is not done for show (self-display), for a feeling of superiority, and as a compensation for a feeling of guilt, marked participation in welfare work has to be explained on the basis of the tender emotion and passive sympathy.

(3) ACTIVE SYMPATHY (gregariousness), like all emotions when satisfied, - when successful, gives rise to elation (positive self feeling). Non-satisfaction leads to a feeling of submission (negative self feeling); or if the reaction is to the frustration, the resultant feelings are joyful rage (fighting for companionship), or the milder undifferentiated feeling of restlessness, or of anger and impotent rage (internal rebellion). DESIRE for ACCEPTANCE by one's fellows is a powerful motive, and the desire for praise and social approval prompt many to glorious or absurd actions. The sociable person owes it to his active

sympathy that he is sociable. All those who do not seem to care for people, are not necessarily lacking in active sympathy. A lack will mean no need for companionship; preference for solitude and dislike of people are defense mechanisms against failure in social relationships.

(4) SATISFACTION IN ACQUISITION - the successful exercise of the instinct - and the negative despair of want, represent the two poles of another specific emotion. As in the case of other emotions, satisfaction produces elation (positive self feeling), non-satisfaction makes for submissive feeling (negative self feeling), and frustration leads to joyful rage or to anger. The recognition of the effects of the positive and negative phases of the emotion, provides the information necessary to a classification of the characteristics accompanying the emotion. We are all familiar with the not uncommon traits of hoarding, collecting, miserliness, possessiveness and passion for wealth. We cannot understand some rich men without admitting a passion for wealth. For some men, wealth follows the desire for accomplishment, for power, for prestige, for superiority; for others it follows the love of the "game" of money-making. When the reaction of an individual is to the frustration, there result the reaction patterns associated with competition, plundering, ruthlessness. Dishonesty can often be explained on the basis of intense desire for possessions.

(5) The affective state of WONDER behaves like the

other emotions which are a part of instinctive actions. Satisfaction of the instinct of curiosity, brings elation, non-satisfaction produces submissive feeling, frustration results in joyful rage or anger. The effects of the positive phase are quite apparent and their implications unmistakable. The behaviour of some people cannot be explained without reference to the desire for the novel in objects, in facts, in ideas, in sex, in experiences. There are stable men and women who are unavoidably propelled on the stream of experience, by a desire for the new; by a longing for the "different"; by a thirst for the unknown. How many explorers can only be understood on the basis of curiosity and the urge to physical activity, which is a sense feeling? The instinct of migration may play a part in some cases. How many scientists and research men can only be accounted for by the fascination of the unknown. True, some of them are driven by other motives. All men doing similar things are not governed by the same motives-desires-goals. The clinical psychologist must know what the dominant drives are and where they have led.

(6) Finally, we have WANDER LUST as a specific emotion, which experience has shown to be necessary to the understanding and explanation of some observed behaviour. Its gratification makes for positive self feeling; its non-satisfaction and frustration induce the same affective states as in the case of non-satisfaction and frustration of

other instincts. The migratory instinct is not as strong and uniformly possessed, as the other instincts. Yet, it makes clear in some instances, the running away of boys, desertion of families, "hoboing", desire for travel and moving about. It may lead a person to deceiving himself as to motives for plans and methods of expansion and operation of business enterprises. Its non-satisfaction may produce irritability or over-compensations.

SENTIMENTS and INTERESTS represent the second level of feelings and emotions. Of the Simple Sentiments in which one affect predominates, we find more abnormal than normal ones. It seems that when an emotion is associated with an object, idea, person, or class of objects, ideas or persons, and the associations and the responses are normal, we can usually treat the behaviour satisfactorily, as a stimulus and ordinary emotional response situation. The simple sentiments, most frequently encountered, are: SUPERIORITY-INFERIORITY FEELINGS and DISGUST (which are considered normal) and the PHOBIAS, APPREHENSIONS, ANXIETIES, PARANOID CONDITIONS and COMPULSIONS (which are abnormal). Excluding compulsions, the abnormal ones are primarily related to the emotion of fear. Compulsions are included in sentiments, not from the point of view of the acts, but rather in the sense that the motive force is an emotion and that a definite and strong emotion accompanies the compulsive

act and the attempt to resist the compulsion.

(1) SUPERIORITY and INFERIORITY FEELINGS, as has been stated, are SIMPLE SENTIMENTS CENTRED AROUND the EMOTIONAL STATES OF ELATION and SUBMISSIVE FEELING. They are built up systematic responses to particular objects, persons, activities and relationships. If superiority and inferiority is often felt toward many situations or if either is felt ^{toward} the dominant desires of the organisms, a general condition of superiority or inferiority develops. The feelings spread - are transferred to other or all problems presented by the environment. This transference is an important point for the examiner. He has to find out what particular experiences first caused the feelings, to what experiences they have spread, and what COMPENSATION MECHANISMS have been developed. The latter will be discussed under "Characteristics Based on Sentiments". The examiner must also discover if a person feels superior because he has been SUCCESSFUL IN SECURING SATISFACTION FOR HIS DESIRES, because he has OVERCOME OBSTACLES or because HIS ENVIRONMENT AND THOSE ABOUT HIM HAVE LED HIM TO BELIEVE THAT HE CAN SATISFY HIS WANTS and attain his objectives. The same applies to the feeling of inferiority. Many men are failures because they feel inferior, and become surprising successes when they acquire a feeling of confidence, which is a characteristic based on positive self feeling and is one

of the affective features of a feeling of superiority. An actress may act superbly because she is conscious of her superior beauty; a talented engineer may end up in a mental hospital because he feels inferior about his undersized genitals. There is a large and useful literature on the problems of superiority and inferiority. All that can be added here, are the directions in which these feelings commonly express themselves. These are:- social, physical and mental ability, social position, early background, appearance, organs, education, wealth, authority, power, reputation, performance in required tasks.

(2) We need not spend much time on the SENTIMENT of DISGUST. Its main characteristics were indicated in our discussion of specific emotions. It is the sense feeling of distaste normally a feature of the eating mechanisms - intensified and transferred to other experiences. It may spread to certain foods (normally desirable) because of some unique emotionally upsetting experiences with these foods. If disgust is produced by all food, we do not have a simple sentiment. It then becomes a defense mechanism - a longing for death. DEFENSE MECHANISMS are considered under the heading of "Characteristics Based on Sentiments". A disgust response may be transferred to ugliness, blood, distortion, filth, dead bodies, snakes, slime, etc. The affective features of

repulsive reactions are strong and therefore have a pronounced effect upon behaviour and the development of personality.

It is well to emphasize the SPREADING QUALITY - the tendency toward TRANSFER-OF ALL SIMPLE SENTIMENTS.

This was noted in the case of superiority and inferiority, and of disgust and will be apparent in the case of compulsions, phobias, apprehensions, anxieties, and paranoid conditions. The shift that is made is in the idea, object, or person about which the system revolves. When these simple sentiments are present, care must be taken not to place too much emphasis upon the stimulus situation. The emotions and their characteristic reacting patterns, when once in existence, may attach themselves to objects, ideas, and persons, through accidental association. The original stimulus situation is different. It has meaning in connection with etiology.

(3) The fear of a dangerous disease which one has or to which one has been exposed, is a normal emotional reaction. When there is a fear of a particular disease, object, person or classes of diseases, objects and persons at all times, it is a PHOBIA. In the case of PHOBIAS, THE REASONS FOR THE FEAR ARE NOT ADEQUATE and the response is always ready to be set off. The phobia is in ^{much} consciousness / of the time and the rest of the time just on the fringe of consciousness. Some of the more

common phobias are those of high places, open spaces, shut-in spaces, dirt and disease.

All the SIMPLE SENTIMENTS ARE "COMPLEXES", relatively self-contained systems, which are not properly integrated with the rest of mental life. (4) APPREHENSIONS (5) and ANXIETIES are more vague and diffuse, as affective responses, and less definite in respect to the stimuli precipitating them, than is the case with phobias and compulsions and paranoid conditions. In PARANOIA, there may be a general condition of suspiciousness, but it is not in a true sense apprehension. There is the IMPLICATION that direct HARM IS INTENDED, and in most cases the patient will soon settle upon a definite cause for his suspicion and fear. The source of possible harm tends to be considered as intentional. Therefore, there is usually found the element of PERSECUTION. A particular individual or group of individuals look, speak, and act with malice. (6) In COMPULSIONS the stimulus situations and the pattern of the responses are very definite. Pathological stealing and lying and what look like meaningless acts and rituals, are the usual forms in which compulsions express themselves.

Anxieties and apprehensions are not unusual in so-called normal people. Phobias and compulsions are found quite frequently; paranoid conditions are possible, though rare. Personal experiences, as well as history, furnish us

with evidence that some men and women have felt at times a compulsion to a certain act or have a phobia of one kind or another. Mary Baker Eddy, and a number of great men, had ideas of persecution. In their cases satisfactory adjustment seems to have been possible up to a certain point. The unravelling of a personality demands investigation of peculiarities of conduct based on these sentiments; and to a greater degree, exploration of past experiences and emotional antecedents which will explain the presence of these sentiments, is necessary.

COMPLEX SENTIMENTS we divide into those of LOVE and those of HATE. It is important to pay attention to the presence and strength or weakness of self-love and the self regarding sentiment; love of others, persons of same and opposite sex and children; love of objects like flowers and objects of art; love of abstract conditions of thought and action, such as liberty, justice, religion, truth, honesty, nationality, democracy^{and}/humanity. Of course, equally important is the hate of any of these. Sentiments are exceedingly powerful motives. They are often developed into drives stronger than the instinctive urges and they then overrule the latter. Some men have suffered and will suffer great economic loss for the love of truth; some have^{given} and will give their lives for religion or country; some men have^{denied} and may, in the days to come, deny themselves all sex for a cause or the hope of a future.

Similarly men have risked wealth and life for a great hate. "Righteous indignation" is a characteristic of a sentiment and not of a pure emotion. Anger is apt to do more harm than good to the organism, and to others, but a person with the capacity for indignation, is more effective than one not possessing this characteristic, which corresponds to the emotion of joyful rage but is not a pure emotion.

One motive observed frequently in clinical work and dependent upon the self sentiments, is the desire for attention. What things children and men will do to attract attention! What agonies men can suffer and what wrecks they become because they are slighted and ignored! What nasty things some women can do if they are not given enough attention in their opinion!

There is another broad area of the human personality, dominated by affect, which requires interpretation and description. It is the realm of INTERESTS. These are broader, more general and apt to be less powerful, as springs of action, than the emotions and sentiments. They can be intensive and dominant, if the sense feelings, instinct feelings, or sentiments upon which they are built are intense and powerful. The clinical psychologist discovers sentiments and interests by studying past behaviour, by paying attention to the facts of sense feelings, organic instinct feelings, and emotions of which sentiments

and interests are composed. He also can and should be led to the vital experiences and emotions by studying directly the sentiments and the interests of the subject. The interests which are apt to be necessary to the understanding of a personality are briefly indicated in the succeeding paragraphs.

- (1) First, we have the INTERESTS BASED ON SENSE FEELINGS. These may account for interest in art and music, or the outdoors, or the differences in likes and dislikes for colours, or the part that smell plays in sex behaviour.
- (2) Then there are the INTERESTS WHOSE FOUNDATIONS ARE LAID IN the ORGANIC INSTINCT FEELINGS. These are responsible for interest in foods and eating as ends in themselves; for the normal interest of children at a certain age in the process of elimination; for interest in persons of the same and opposite sex; for interest in sex fantasies; for interest in the physical, physiological, psychological, and social problems of sex; for interest in the feelings rather than the sex object; for interest in pornographic pictures and literature. Interests of the kind named, as well as those that follow, can lead to over-absorption, loss of perspective, over-stimulation, research, great discovery, or to substitute adjustments through compensations.

(3) The things to look for under EMOTIONAL INTERESTS are the attraction and claim on time and energy, of sports,

recreations, and specific hobbies, in connection with
 PLAY; of mechanics and architecture in connection with
 CONSTRUCTION; of the emotions of others in connection
 with PASSIVE SYMPATHY; of leadership and administrative
 problems in connection with POSITIVE SELF FEELING; of
 competition, struggles, and wars in connection with
 JOYFUL RAGE; of family life, child guidance, charities,
 and philanthropy in connection with the TENDER EMOTION;
 of clubs, sociological problems and the mental processes,
 and the feelings and the conduct of other people, in
 connection with ACTIVE SYMPATHY; of research and explor-
 ation in connection with the EMOTION of CURIOSITY; of
 gainful activities and wealth in connection with the
 satisfaction in ACQUISITION; of travel in connection
 with WANDERLUST. Some women love to spend themselves
 on the emotions and sufferings of others, because they
 have very strong passive sympathy; some men invite
 competition and read and study about wars and struggles,
 because they have a strong drive toward joyful rage; some
 men are interested and active in philanthropy, because of
 unsatisfied tender emotions; some men are clubmen or are
 much occupied with the problems of thought, affect, and
 conduct, because they have strong gregarious impulses.
 In some cases, interests arise as a need for satisfaction
 or expression of desires; in other cases, they may be
 due to over-compensation for an actual or imagined lack.

The more permanent interests are the more enlightening. The temporary appeal of the unique and the by-products of imitation and identification, produce a series of interests of short duration. Most of the changing interests at various age levels, can be explained on this basis.

(4) The final group of INTERESTS ARE THOSE BASED ON the SENTIMENTS. Here we have a person's interest in his own ideas, feelings, accomplishments, and possessions; in persons of the same or opposite sex as definite love objects; in ideas and methods of justice and law, politics, religious activities, and philosophies. Here also belong the vocational interests which cannot be traced to one emotion or sentiment, and the interest in the abnormal and morbid. These are not based upon a specific sentiment. They are the product of a number of sentiments or emotions or organic instinct feelings or sense feelings or all in combination.

The human organism moves in a mysterious way its wondrous desires to satisfy. We have been analyzing and then classifying the many factors which, clinical experience shows, determine conduct and are therefore important to the understanding of the personality of an individual. We still have to consider CHARACTERISTICS of the human organism which are BASED on INTERESTS, SENTIMENTS, INSTINCT FEELINGS, and SENSE FEELINGS, IN varied and com-

plex COMBINATIONS. Some of these characteristics are strongly influenced by the mental abilities and mental characteristics of the organism. These we call GENERAL ADJUSTMENT MECHANISMS and ATTITUDES. Those less coloured by mental factors we call COMPENSATION and DEFENSE MECHANISMS. Mechanisms can be thought of as quite definite established series of responses. They APPEAR AS SYSTEMATIZED UNITS OF BEHAVIOUR for the accomplishment of dominant desires or goals. That many of them are not co-ordinated systems of responses is obvious, but their importance as descriptive terms of reactions, which seem to follow a quite definite pattern, is undeniable. Therefore, the recognition of mechanisms and the interpretation of conduct in the light of them, is essential in successful clinical procedure.

(a) Intelligent men and women find substitutes for abilities that they lack and CONSCIOUSLY compensate for the absence of desirable traits. A man having little sympathy and enthusiasm, may take an interest in other people and act enthusiastically, in order to attain a desired end. But those are not compensation mechanisms. An UNCONSCIOUS HABITUAL RESPONSE, FOR THE PURPOSE OF "MAKING UP" FOR AN INFERIORITY or a DEFICIENCY OF ABILITY or LACK OF SATISFACTION OF A DESIRE, IS A COMPENSATION MECHANISM. The gross compensations are obvious even to the inexperienced psychologist. The less exaggerated forms

are more difficult to recognise. Yet, they must be understood, for their meaning is the reverse of their implication. An appearance of confidence may be true confidence but a little too much show of confidence may be the key to an inferiority complex.

A man who feels inferior or dissatisfied with his ability or position may EXAGGERATE or BOAST or be OVER-CONSCIENTIOUS. The man, who does not feel superior may exaggerate or boast of the few things ^{about which} he can claim some measure of superiority - such as wealth or education. A person who feels inferior about his background or the salary he makes is apt to LIE about both. The CONCEITED individual feels inferior about more essential things. The OVER-AGGRESSIVE person may be naturally very submissive; the OVER-EXPRESSIVE-very quiet; the OVER REFINED - very coarse; the OVER-COARSE - too refined; the OVER-HARSH - too kind and gentle. The IDEALIST, the DAY DREAMER, the INTROVERT, may be compensating for the lack of satisfaction in the practical world of action; the REFORMER may be trying to balance his own inclination to the things that he wants to reform. IDENTIFICATION is a compensation for the absence of self-satisfying personal accomplishment; RATIONALIZATION is a compensation for failure; SUBLIMATION is a compensation for insufficient sexual satisfaction. People with GOOD INTENTIONS find some peace in always "intending" to do the right thing and the big thing, which

they never do. People LIVING IN THE FUTURE and in the hope of blessings IN A WORLD TO COME, are able to carry on in spite of the lack of success and happiness now. People who are so ABSORBED in an idea or problem or job that they do not have time to enjoy and make successful adjustments in other relationships, are usually trying to balance their deficiencies in the very directions they claim to have no interest. Actual DREAMING can serve as a compensation. One can experience in a dream some enjoyments and successes which are not possible in a wakeful state.

DEFENSE MECHANISMS ARE THE UNCONSCIOUS RESPONSES WHICH SERVE AS A MEANS OF AVOIDING or ESCAPING FROM UNPLEASANT, PAINFUL EXPERIENCES or THEIR MEMORIES. When failures, inferiorities, and experiences are too unpleasant, too painful for the organism to face or bear or compensate for, there are developed the habitual responses which we shall call defense responses or defense mechanisms. The exaggerated forms are considered definitely abnormal.

One man, unable to FACE FAILURE or the FEAR of FAILURE, will develop physical or nervous symptoms which account for the failure or justify leaving undone or unattempted, the necessary task. That is a CONVERSION MECHANISM. A certain patient complained of pains in the head, and in spite of no organic cause for them, he could

not be cured. He was enjoying sexually a woman he had agreed to marry. The promise to marry satisfied his conscience. But he did not want to get married, and from a sensible point of view, could not be expected to marry, while he was a sick man. When the often changed wedding day approached, the pains became much more severe and extensive. Such is the stuff of which conversion symptoms are composed. Another man will suspect others of lying or stealing without good cause. He is PROJECTING upon others the inclinations in his own mind. That is the explanation of the gossiping woman, who suspects her neighbour of unbecoming conduct with a frequent male visitor. In her heart she is wishing that she had an attractive and frequent visitor with whom to misbehave. One person is unable to face failure or sin so he denies that he failed or that there is such a thing as sin. One whole system of belief is based upon the MECHANISM of DENIAL. Another person does not have the courage, or is prevented by conscience, from indulging his desires, so unconsciously he/represses his desires and we have the MECHANISM of REPRESSION.

Some people cannot face their problems or the criticism of their fellows, so they adjust to life by evading the issue. The DEFENSE RESPONSE of EVASION comes to the rescue. Other people are too distressed by what they said or did to live with their memories.

They suffer partial or complete AMNESIA and remain reasonably happy. One ineffectual woman will become confused when faced with a serious situation. She takes refuge in the DEFENSE MECHANISM OF CONFUSION. She has an excuse for her failure. Another will become flustered and in that has a good excuse for a mediocre performance. Her defense is habitual FLUSTER. A third will meet all crises by "EMOTING". She will cry herself out of difficulties. If crying is not sufficient she will "throw a fit". She has then developed the DEFENSE MECHANISM OF HYSTERIA. Similarly a NEUROSIS will make adjustment possible in the less exacting and more sympathetic environment which it creates.

In the field of motor response, though the etiology is affective, we have FUNCTIONAL INHIBITION, and RETARDATION / CATATONIA as mechanisms which make it unnecessary to do what should be done, and OVERACTIVITY and MANIA as symptoms behind which insight and memory can hide. The over-active person does not have time to reflect and introspect and feel the devastating emotions caused by unpopularity, and snubbing, and failure. Mania is a flight into activity, and away from reality. There is also a general condition of lassitude and INERTIA which avoids encounter with the realities of life and its possible sorrows. DEPRESSION is another DEFENSE MECHANISM. The melancholic is partially justified, because he is unworthy, sick, unloved, and despised. REGRESSION is a

defense against the uncongenial, unsatisfying present.

Satisfaction and contentment are attained in the simpler, basic and satisfying actions appropriate to earlier years, or in the irrational but satisfying actions approximating earlier happy experiences and the memories of them. A

step farther in the same direction is DEMENTIA PRAECOX.

A final mechanism of this kind is INVERSION OF AFFECT.

Inverted emotional reactions may originate in the earlier developmental period through frustration and "conditioning", and express themselves as dislike of parents, cruelty, destructiveness, etc. Or they may be produced by later frustrations of natural strong desires, and will appear as dislike of children, animals, friends; as disgust with food, sex, life, people, novelty, property, riches, prestige, recreation, or in the positive forms of defense mechanisms, as longing for death, continence, uniformity, poverty and solitude.

It is a case of preference - of longing for-what is normally not enjoyed and sought, and of dislike - disgust - with the usual pleasurable experiences of life.

The explanation should be sought in frustration, in order to discover if the inversion is a defense against the

bitterness of unsatisfied desires. All the above com-

plexes are defense mechanisms which psychologists

and psychiatrists must recognise and interpret, if they

are to understand the personality of their subjects or patients.

Next we have a group of general ADJUSTMENT MECHANISMS which are ordinarily considered as being normal. They belong under the heading of "General Adjustment Mechanisms" based ^{on} sentiments and sense and instinct feelings. They may be of primary importance in the individual's adaptation to life. Here, it is necessary to distinguish between the man who tries to solve his problems by UNDERSTANDING them and one who COMPROMISES and adopts halfway measures; between a person who adjusts to life by understanding what he wants and how he can attain his objectives and one who SUBSTITUTES other less difficult goals; between an individual who fits into his environment by CONSCIOUS CHANGING of himself and one who SUPPRESSES consciously his desires; between the people who fit into the scheme of things through natural FLEXIBILITY and ADAPTABILITY and those who DRIFT along life's currents without any purpose or ABANDON THEIR DESIRES and the objects they hoped for. All men use a number of these methods of adjustment to life. Some of the methods are more commendable than others.

ATTITUDES are affectively toned reactions centred around systematized ideas and beliefs. They are the second group of characteristics of a less specific kind than compensation and defense mechanisms. They are not always rational, although an attempt is usually made to

make them logical. Part of the advantage of finding out what a subject's attitudes are, comes in the discovery of the irrationality and inconsistency of some of the reactions of even brilliant and unusually logical men. Emotions determine some attitudes much more than reason. All the broad outlines of a man's personality may be brought into relief by his discussion of his views on ECONOMIC, EDUCATIONAL, POLITICAL and INDUSTRIAL SYSTEMS; and by his personal reactions to PENAL, RELIGIOUS, MARRIAGE and WELFARE INSTITUTIONS. Not only are the subject's specific responses to the organized features of his environment disclosed, but the examiner also has the opportunity of observing abilities and characteristics of personality. Does the man show a capacity for integration? Does he get enthusiastic? Has he an imagination that is controlled and used? Is he tolerant? Does he hate dishonesty and hypocrisy? Is he proud of what his profession, his political party, his factory, his church, stand for and have accomplished?

Incidentally the problems of truth and honesty are simplified for the psychologist, if he differentiates between the various forms of dishonesty and untruthfulness. There is a dishonest act and a lie, which is prompted by a desire to compensate for a lack or a deficiency which has produced a feeling of inferiority. It is a case of not wanting to be inferior, but an equal

or a superior. There is a lie and a dishonest act, that is the result of temptation - temptation to satisfy a real need. It may be to avoid punishment or scandal, that the lie is used; it may be to feed a child or prevent the loss of all one's invested savings, that money is taken. The third kind of lying and stealing is pathological in the sense of being a compulsion. The fourth kind is a matter of wrong thinking. The man has wrong values. He is not thinking clearly about the advantages and disadvantages of his speech and conduct. The fifth kind of dishonesty and untruthfulness is due to deficiency in discrimination. This has already been discussed under "**Cognitive Factors**".

The human organism has many drives which determine its behaviour. There are numerous dominant motives which give direction and meaning to each life. Among the many motives one is apt to stand out as the chief goal of all endeavours. It is the end toward which the organism strives to direct all thought and feeling and action. It is an IDEAL. AN IDEAL IS AN OBJECTIVE ASPIRED TO. It is the motive to which we try to make other motives subsidiary and contributory. We distinguish eight ideals. They represent the third level of Affective Factors.

There are people who live to live. They are full of the LUST OF LIVING. They crave nothing specific.

They are happy to be alive and able to enjoy whatever comes. (2) Then there are the people who think toward, and work for, bigger and better PERSONAL SATISFACTIONS. They avoid hardships and pains, for they want to enjoy all that is personally delightful to them - food, sex, comfort, music, poetry, love. They are the hedonists.

- (3) Many men and women strongly desire to be USEFUL, to be of some service to a person, group, cause or vocation. This desire is found to some degree in most of us. We want to feel necessary to the one we love, to our home, to the social group, to the job and firm. Much unhappiness can result if this desire is frustrated. The efficiency of workers can be increased by making it possible for them to feel essential to a process, department, other workers, the company. (4) Some people will sacrifice and suffer because their goal in life is SUCCESS and ACCOMPLISHMENT. They want to accomplish what they start; do well what they attempt. Others too will sacrifice and suffer, but they are not satisfied to accomplish and do well. (5) They want to EXCEL, to be SUPERIOR in everything they do. They prefer to be great. Is greatness more easily attained by that ideal, or by the one which demands that every ability and capacity of the organism will be developed to the maximum? (6) Might not SELF REALIZATION as a goal, make for greatness (if the capacities are there) as well as happiness? Some people

think so. Others are not contented with such an ideal. They do not think it is fundamental enough. (7) They try to seek out the ultimate. Ultimate truth alone is sufficient. Some thinkers claim that we all seek the absolute because we feel the need for some things which are permanent, changeless and therefore dependable. We cannot be happy when everything in life is in a state of flux - when nothing is secure, certain. We want some SECURITY - PERMANENCE. (8) EXTINCTION, oblivion, nothingness, seem to be the blessed haven for some mortals. Why fret, why strive, why laugh, why cry? Nothing matters.

Which of these is the bright morning star in the firmament of the person being studied? Where has it led him? What does it do to him? Is he happy? Does he reach heights of ecstasy? Does he realize that he can only attain his ideal, if he is fair, if he gives an equal chance to those about him? Is his ideal too far beyond his capacities, and if so, will it lead to disaster or to a non-practical life of idealism? The answers to such questions, the examiner needs. The answers make real, make intelligible the accomplishments and failures, the joys and sorrows of the humble and the great.

Physical Factors.

The final facts which must be interpreted and the factors which must be described, are those relating to bodily conditions, processes and responses. The body affects the mind; the mind affects the body. A good mind needs a good body. It is true that there are fine

minds with poor bodies, but a superior mind can be a better mind, if it has a superior body. A man with a poor body, is apt to develop and train his mind so he can excel, because he cannot compete with his fellows on a physical basis. It is the same case, as a small individual developing aggressiveness and assertiveness, as a compensation for a small stature; the same as a woman denied physical beauty, improving her wit and mentality in order to obtain some of the satisfactions she craves. Beautiful women tend to neglect wit and ability. They can attain what they want without them. The clinical psychologist, when studying the products of degenerate mental stock, can safely expect to find a degenerate body also.

Physical and mental energy are the same. The bodily processes furnish both. Energy may be expended more through mental than physical activity or the reverse, and the brain and body may be so constituted that a potential limit exists for the amount that can flow through - function through-the medium of brain, nerves and body, but the source - the storehouse of energy - is always the same. What a man has done and what he can do and become, is better understood in the light of the amount of energy he has at his disposal. Too often recommendations are made for activities and changes in personality, for the carrying out of which there is not

enough energy. ENERGY CONTENT can be judged by the AMOUNT EXPENDED, as evidenced by activities and accomplishments, and by the extent of FATIGUE and quickness of its onset. ^{apparent} ^{in reality} That/fatigue is often/boredom, of course must not be ignored. The knowledge of motives, in the form of interests and incentive in this connection, are helpful in forming a judgment as to the extent that boredom or real fatigue are operating. The problem of available energy also requires investigation into conservation and waste. Many men waste energy through disorganization and emotional conflicts.

The speed of PHYSICAL RESPONSES is important. The men with slow reaction time will be poor at manipulative work requiring speed, or sports necessitating quickness of response and acceleration. A person who has not learned to hold in check his mental operations which are faster than his vocal-motor reactions, may have speech difficulties. Along with speed of movement go MUSCULAR CO-ORDINATIONS. One individual may be fast and well co-ordinated, and another slow and well co-ordinated, and still another slow and poorly co-ordinated. Good and poor co-ordination are reflected in the adjustments that are made to life. Emotional complications may develop. Poor CO-ORDINATION of FINGER and HAND, and COMPLEX SKILLED MOVEMENTS and WALKING, are the obvious ones to look for. The age of walking in

children and the awkwardness of walking are significant. The distress caused by the latter in some adolescents, is well known.

The CONTROL of MOVEMENT is another factor that needs consideration. Does the subject or patient engage in general RANDOM MOVEMENTS, which are not appropriate to the situation? Are movements EXAGGERATED? Is there evidence of TICS, CHOREIFORM MOVEMENTS, OVERACTIVITY, or RETARDATION? Are these an indication of an organic lesion or of an emotional condition? Whichever the case, the person is reacting TO the conditions as well as WITH THEM. They are a stimulus as well as a response.

Physical, mental and emotional characteristics are also determined by impairments of abilities resulting from ORGANIC LESIONS. The examiner must give due consideration to the effects of FEVERS, SLEEPING SICKNESS, SYPHILIS, MENINGITIS, HEAD INJURIES, LOSS of LIMBS and ORGANS, and other diseases such as MASTOID, EPILEPSY, and HEART LESIONS. The changes in personality following the loss of hearing, and the knowledge that there is a serious heart condition, are sometimes quite startling. How does a particular individual react to a physical deficiency? Does the person, who cannot hear, withdraw from society and develop suspicions and a temper? Will the man with a weak heart live recklessly, or will he become indecisive and fretful? Will the maimed and

chronically sick utilize the condition as an instrument for securing attention and pampering? These questions illustrate how important the effects of physical losses and injuries can be.

Finally, there are a number of CHARACTERISTICS which require attention and description. We have already suggested some of the possible influences upon personality, of shortness in stature. Too great height may be embarrassing and be compensated for in behaviour. Good height with a good body may make for confidence and success in sports and a manual vocation. The relationships of HEIGHT to WEIGHT can be used as an index of good health and good energy content. Too much weight, on the other hand, may indicate an unhealthy condition or reflect the kind of life the person is leading. There is some truth in the statement that the healthy fat man prefers to be an executive. He would rather tell others what to do, than do the tasks himself. The STRONG man, the STOUT man, the ROBUST man, and the WEAK man, have to face their vocational, recreational and social problems differently.

Organic lesions and emotional traumata are suggested by things like SLOWNESS OF SPEECH and DRESSING, frequent FALLING, AWKWARDNESS in WALKING, peculiarities of GAIT, facial ASYMETRY, SPASTICITY and FLACCIDITY of arms and legs. The very presence of these symptoms and conditions makes it necessary to trace the influences

that they have had upon the emotions and ideals of the man possessing them. The behaviour patterns for which they are responsible, must be discovered and understood in the light of the total personality.

The POSTURE of a man may suggest a muscular or neural lesion, poor vitality; or it may imply lack of confidence, courage, enthusiasm and aggressiveness. Does he carry himself like a man who is already "licked" or like a fighter and conqueror? As it was said earlier, the mind affects the body. One of the ways it affects the body is by expressing itself through the medium of the body. That the body can affect the mind quite directly and immediately, has been surprisingly illustrated to some people by the change in outlook and confidence, that the simple process of holding up the head and throwing back the shoulders, will induce in a discouraged and unconfident person. Good, well-tailored clothes have something of the same effect.

The influences of the SECRETIONS OF THE INTERNAL DUCTLESS GLANDS are so vital, that thought must be given to them in spite of the limited knowledge we have in that direction. The clinical psychologist will look for the extent that CHARACTERISTICS DIVERGE FROM THE MASCULINE and the FEMININE, in the case of each subject. He will pay attention to secondary sex characteristics, and he will try to form some idea of the effect that variations

from the usual, have had on the individual in connection with school, work, persons of the same and opposite sex, and social relationships. The man with a high pitched voice has developed emotional reactions and action habits, which are not the same as those of ^{the man} whose voice is low and considered masculine. The so-called masculine type of woman, usually has personality traits which are thought of as being more masculine than feminine.

The MATURITY of PHYSICAL DEVELOPMENT is dependent upon the endocrine functions, and EMOTIONAL MATURITY and temperament keep pace, for a period at least, with the changes in the secretions of the gonads. A personality description without due emphasis upon puberty, adolescence and upon menopause and senility, can be misleading. The physically and emotionally immature child can be harmed by being placed with children more mature. Some of their abilities are different, as well as their interests. The factor of maturity is also important in regard to flexibility and adaptability. Attempts to force a more mature person to change ideas and habits to the same degree as that possible for a less mature individual, may have produced harmful or unpleasant results. The more slowly maturing man seems to remain flexible - "plastic" - longer than the quickly developing one. Therefore, there is some ground for expecting and predicting that a slowly

maturing child will grow mentally for a longer period, than the quickly maturing boy and girl. The history of very superior men and women is interesting in this respect. The clinical psychologist can ignore nothing, and he must strive for greater knowledge and hope that work done in other branches of psychology and other sciences, will increase his knowledge and improve his techniques.

Such is the information that must be secured, and such are the factors that must be interpreted and described, if a clear and a true picture of a personality is to be painted. Such a procedure is the first step towards effective therapy. The important point is not whether the terms, concepts, - distinctions, - are real, but rather ^{whether} / they help in the understanding of the behaviour and the personalities of human beings; ^{whether} / they make more possible a description and report of the personalities studied; ^{whether} / they make predictions concerning future conduct, more reliable. The clinical psychologist must have thought forms, descriptive concepts of observed behaviour, which will assist him in thinking of his

findings in an organized, in a systematic fashion; he must use concepts which will make it possible for him to impart to others his findings and interpretations. He needs pegs on which to hang facts and systems of facts, concepts of relations, and relations between relations. That is why terms like mental age, intelligence quotient, intellect, instinct, complex, mechanism, are useful, yes, necessary to clinical work even though they do not exist intrinsically as such. They are descriptive concepts for observed units and patterns of behaviour; they are thought forms for defined interpretations of behaviour units and co-ordinated series of units.

Tests for the utility and necessity of these concepts - thought forms - are two in number. (1) Do the particular concepts of facts and interpretations explain more - make clearer - cover more - phenomena of behaviour and of the personality of a specific individual and of the personalities of all human beings, than do other terms and systematic treatments of concepts? (2) Do the particular concepts and interpretation forms, hold true in connection with the prediction of future conduct - in connection with prognosis? The concepts, the distinctions, the interpretations, the scheme of organization and method of procedure, that have been described in this paper, are offered as fulfilling the two tests. This outline

follows no school. It makes use of the findings of experimental and systematic psychology, psychoanalysis, psychiatry, other sciences - findings which clinical experience has demonstrated to be necessary or useful.

I. Family History:

Vocations, education, social and economic

position of grandparents.

Family traditions, attitudes, attitudes towards

accomplishment, morals, customs, economics,

politics.

Closeness of family relationships.

FINIS.

Education, location, social and economic

position of parents. If dead - age and

cause of death, education of father, and of

mother before her marriage.

Age of parents at birth of child.

Brothers and sisters, ages and vocations,

relationships with them.

Attitudes and conduct of adults in family

toward children. lax or harsh or inconsistent

discipline, favoritism; over-protection by

parents, grandparents, aunts, uncles. Has

training in hands of servants or mother?

Attitude and conduct of parents towards each

other. Sexual relationships of father and

A P P E N D I X.

A Brief Outline Of "Personality Analysis from a Clinical Point of View".

PART ONE - WHAT INFORMATION TO SECURE.

I. Family History.

Vocations, education, social and economic position of grandparents.

Family traditions, prides; attitudes towards accomplishment, morals, customs, economics, politics.

Closeness of family ties, loyalties.

Education, health, social and economic position of parents. If dead - age and cause of death. Vocation of father, and of mother before her marriage.

Age of parents at birth of child.

Brothers and sisters, ages and vocations, relationships with them.

Attitudes and conduct of adults in family toward children. Lax or harsh or inconsistent discipline, favouritism; over protection by parents, grandparents, aunts, nurses. Was training in hands of servants or mother?

Attitude and conduct of parents towards each other. Beautiful relationships or lack of

love or trust, jealousy, quarrelling, nagging, irritability, violent emotional outbursts.

Their effect on child.

Interests and hobbies of parents and siblings, reading, music, art, sport, painting, theatre, cards, games etc.

II. Early Developmental History.

Bottle or breast fed, difficulty of weaning, unusual behaviour in infancy?

Age of walking, teething, and when "house-broken". Sleep alone or with others, light in bedroom while falling asleep, older person present until child fell asleep?

Much fondling, wants immediately satisfied, over attention, "showing off" child to others, spoiling. Parents always saying "no" or that child is "dumb" or worse than others. Lack of support by one parent of the other in matters of discipline.

How was early sex education imparted?

Peculiarities in reference to physical mannerisms, eating and general conduct; enuresis.

Frequent repetitions of same questions or phrases, hitting of head on table or wall, swaying back and forth, speech defects, nervous twitchings,

nail biting, exaggerating, destructiveness, cruelty.

What habits may have been acquired by imitation of either parent or of others?

III. Educational and Intellectual History.

Age started school, classes skipped and repeated, what schools and university attended, course taken, grades or "marks" received, degrees obtained, best and poorest subjects, subjects not passed.

Extra curricular activities, sports, society memberships, class offices held.

Living at school and University or at home.

Attitudes toward teachers, other students.

Relationships with opposite sex. Social and recreational activities in reference to their effect on educational progress.

Changes in ideas, beliefs, and mental habits.

Intellectual maturity.

Tests of intelligence and special abilities,

such as standardized intelligence tests, concrete performance tests; school achievement, general information, vocabulary, "social" intelligence tests; and tests for imagery, imagination, memory, apprehension span, motor

speed and muscular co-ordination, musical talent, etc.etc. Some tests related to character and temperamental traits.

Self-estimate in two parts - namely, assets or good points and liabilities or shortcomings. Emphasis to be placed upon intelligence, special abilities and characteristics as they relate to various functions in life; to the education of the subject, ^{to} the requirements of his work, to the educational and abilities level of the group to which the subject belongs. Special attention to factors which are liabilities because they are absent or because they are present.

Discovery of what the subject is living for, what is apparently necessary to happiness, what gives meaning to facts and experiences; discovery of what intellectual attitudes are held toward the prevalent economic, social, political, religious, moral systems and beliefs. Such information will also disclose emotional reactions which should be placed under Emotional History.

IV. Social History.

Relationships with other children. Number of

children in the family. Play alone or with others; - same age, older, or younger; same or opposite sex.

Relationship with parents - companionship, discipline.

Training for appreciation of the relationship between effort and accomplishment, of the value of time and money. The teaching of respect for the ideas, habits, and belongings of others.

Predominance of mechanical, constructive, social or "make believe" play. Preference for loose or organized play.

Signs of leadership.

Social and recreational activities - dancing, cards, theatre, sports, socialized hobbies.

Social activities in school. Were changes from Primary to Secondary school and University, from a smaller to a larger group or the reverse? How successful was the adjustment?

Social relationships with persons of the same and opposite sex; with associates at school and work.

Social life as an adult, with friends, children, wife, people in the community, and at clubs.

Male or female company preferred? Characteristics of preferred persons.

Information on wife or husband - education,

vocation, interests, personal characteristics,
and family background.

Maturity of social development.

V. Vocational History.

Jobs or positions held. Description of these
and attitude toward them. Opportunities for
advancement. Length of time in each, wages
or salaries, total income, debts, relation of
spending to income, amount of life insurance.
Number of dependants.

Promotions; reasons for changes and for
promotions and non promotions.

Description of the character or personality
traits required for the job.

In what features of job most capable, most
inefficient?

Relations with other employees - subordinates,
associates, superiors. Describe individuals
with whom there have been difficulties.

How are personal maladjustments reflected on the
job?

VI. Emotional History.

Intense sensations. Bigness of people, buildings,
mountains. Vividness of sunsets, flowers,

colours, music.

First circus, cinema, long trousers, train ride, kiss, legal entanglement, mention in press, etc. First sex experiences, sudden sex information.

Emotional effect of poverty, misery, suffering, pain, affluence, extravagance, or seeing of these.

Early fears, night terrors, shocks, temper tantrums, much crying.

Feeling of being an unwanted child. The emotional effect of over attention, harsh or inconsistent discipline, favouritism, and of love, jealousy, quarrelling, nagging, irritability, emotional outbursts or the absence of these between parents and between siblings and between parents and children.

Attachments and dislikes of teachers, other children, school subjects. Reactions to discipline and punishment by parents, teachers, guardians, older siblings, the state.

Dominant motives and ideals, such as the desire for success, wealth, power, acceptance in a social group, feeling of being necessary, attention, praise, self expression, superiority,

security. What are the immediate and remote goals; which are general and which are related to specific vocations and social activities?

What effect does success and failure in these desires, have on the individual? Does power lead to over-display, hoarding, wasting? Does insecurity in friendships, home, love and finances lead to greater exertion or to disorganization and disassociation? What is the effect of a feeling of superiority or the lack of it, in connection with conversation, good looks, special abilities or talents, work, social activities, etc? Is satisfaction secured by identification with a real person or historic character or pure product of fantasy? Has there been consciousness of superiority or inferiority to students or work associates, on an intellectual, social or economic level? Signs of shyness, confidence, over aggressiveness.

Shocks to ideals, uprooting of beliefs, pronounced fears and anxieties, violent religious experiences, serious objections by parents to love affair; continuous emotional conflicts about work, sex, health, finances, home, unpopularity,

snobbishness, ethical problems. Frictions, antagonisms, jealousies between friends, relatives ^{with} and/superiors, subordinates, associates at work. Feeling that parents, teachers or employers are unfair.

Confidence in the future - tomorrow and the hereafter.

Emotional reactions in connection with desires for and the opportunity or lack of opportunity for, social contacts, domestic relationships, friendships, affection, sympathy, confessing or unburdening, children, good health, mental exercise.

Emotional effects of insufficient physical strength for sports, fights, requirements of job; of physical peculiarities of self and others.

Affective responses to successes of self and others; to competition (upset or stimulate); to obstacles and opposition; ^{to} personal, public, fair and unfair criticism; ^{to} births; ^{to} frequent changes in personal relationships, emotional and social environment, work, kind of work, superiors, policies; ^{to} emotional excitement as related to acting, music, art, violent loves, quarrelling; ^{to} failure in jobs, school,

sports, love, society, sex, ambitions, and aspirations;^{to}/ loss of loved ones, honours and ideals, beliefs, social position, friendships, economic values, objects of sentimental value.

Sex interests, worries, conflicts, experiments.

Disappointments and confidence in reference to persons of opposite sex. Emotional reactions to insufficient, excessive, or no sexual satisfaction; to exhibitionism; to masturbation;^{to}/ sublimation;^{to}/ premarital, extra-marital and abnormal sexual experiences; to glandular changes at adolescence and menopause.

If subject is married—indifference; absence of love, respect, thoughtfulness; emotional attachments outside of mate; conflicting interests in and outside of home; neglect of husband or wife; possession of a lover or mistress; jealousy; mother-in-law, father-in-law situations; difficulties over members of husband's or wife's family; mother or father fixation; over-absorption in children; friction over money matters.

Emotional features of play and recreational activities.

VII. Health History.

Condition of mother during pregnancy,
 natural or instrumental birth, cyanosis,
 health of mother during nursing. General
 health of both parents. Feeding
 difficulties.

Ailments as an infant, diseases as a child
 and adult. / ^{Their} severity and sequelae. Ail-
 ments not thought of as diseases, such
 as constipation, bad eyesight, headaches,
 bilious attacks, fainting spells,
 convulsions, sleeplessness at night,
 diplopia, drooling, violent breathing,
 head or spine injuries.

Endocrine disfunctioning. Muscular inco-
 ordinations.

States of nervousness, tremours, tics ,
 periods of unusual excitability or
 depression, nervous and mental breakdowns
 of subject and other members of family.

Robust or delicate as a child - subsequently.

Do play and sports tire quickly? Need for
 rest periods during day. Amount of sleep
 required. Amount usually secured.

Time of retiring and rising. Sound or restless
 sleep.

Amount and kind of exercise, length of
work hours, work in spurts or uniformly..

Regularity of eating, sleeping, recreational
activities.

Life span of parents and grand parents.

a. Social Desires, Intellectual.

b. Concrete - Mechanical, Insight.

c. Abstract Insight.

(1) Intellectual.

(2) Manual.

2. Quantitative.

a. Very Superior.

b. Superior.

c. "Average".

d. Inferior.

e. Very Inferior.

(1) Borderline.

(2) High Grade Intellectual.

(3) Low Grade Intellectual.

(4) Low Grade Intellectual.

(5) Low Grade Intellectual.

(6) Borderline.

(7) Idiot.

(8) Idiot.

(9) Superficial.

(10) Profound.

(11) Profound.

(12) Profound.

3. Specific.

1. First Level.

a. Observation.

(1) General.

(2) Analytic.

b. Attention.

(1) Concentrated.

(2) Distracted.

(1) Distracted.

(2) Concentrated.

(3) Fluctuating.

PART TWO - WHAT TO EVALUATE AND DESCRIBE.

I. COGNITIVE FACTORS.

A. General.

1. Qualitative.

- | | |
|---------------------------|------------|
| a. Social Insight. | Deficient. |
| b. Concrete - Mechanical. | |
| Insight. | " |
| c. Abstract Insight. | " |
| (1) Intellectual. | " |
| (2) Ethical. | " |

2. Quantitative.

- a. Very Superior.
- b. Superior.
- c. "Average".
- d. Inferior.
- e. Very Inferior.
- (1) Borderline.

- Deficient.
- (2) High Grade Imbecile.
- (3) Middle Grade Imbecile.
- (4) Low Grade Imbecile.
- (Moral Imbecile).
- (5) Idio-Imbecile.
- (6) Idiot.
- (a) Superficial.
- (b) Profound.

B. Specific.

1. First Level.

- | | |
|-------------------|-----------------|
| a. Observation. | Deficient. |
| (1) General. | " |
| (2) Analytic. | " |
| b. Attention. | Deficient. |
| (1) Concentrated. | (1) Distracted. |
| (2) Distributed. | (2) Scattered. |
| | (3) Fixated. |

c. Discrimination.

(1) Simple.

| | |
|-------------------------------|------------|
| (a) Auditory. | Deficient. |
| (b) Equilibrium. | " |
| (c) Gustatory. | " |
| (d) Kinaesthetic . | " |
| (e) Olfactory. | " |
| (f) Pain. | " |
| (g) Tactile. | " |
| (h) Temperature. | " |
| (i) Vibration. | " |
| (j) Visual. | " |

(2) Complex.

| | |
|-----------------------------|-----------------------------------|
| (a) Orientation to objects. | Illusions. |
| (b) Orientation to Facts. | Delusions. |
| (c) Orientation to Time. | Confusion of Time. |
| (d) Orientation to Space. | Confusion of place and direction. |

d. Characteristics.

- (1) Observant.
- (2) Absent minded.
- (3) Misrepresentation - Dishonesty.

2. Second Level.

a. Imagery.

| | |
|-------------------------------|------------|
| | Deficient. |
| (1) Auditory. | " |
| (2) Gustatory. | " |
| (3) Kinaesthetic . | " |
| (4) Olfactory. | " |
| (5) Verbal. | " |
| (6) Visual. | " |

b. Imagination.

| | |
|---------------|------------|
| (1) Auditory. | Deficient. |
| etc. etc. | " etc. |

c. Memory.

Amnesia.

- (1) Auditory,
etc. etc.

d. Apprehension Span.

- (1) Digits. Deficient.
- (2) Syllables. "
- (3) Ideas. "

e. Characteristics.

(1) Imagery.

- (a) Eidetic.
- (b) Photographic.
- (c) Vivid.

(2) Imagination.

- (a) Past.
- (b) Future (Fanciful or Constructive).
- (c) Vivid.
- (d) Originality.

(3) Memory.

- (a) Objects. (e) Details.
- (b) Facts. (f) Principles.
- (c) Faces. (g) Methods.
- (d) Events. (h) Ideas.

- (i) Immediate Experiences.
- (j) Remote Experiences.
- (k) Accuracy and Persistence.
- (l) Inaccuracy.

- (x) Poor Observation.
- (y) Inadequate Associations.
- (z) Emotional Interference.

(Accidental, Opposition,
Association with a
"complex").

3. Third Level.

a. Analyzing Ability. Deficient.

b. Reasoning ability. Deficient.

- (1) Whole - Part.
- (2) Principles - Specific Factors.
- (3) Essentials - Details.
- (4) Cause - Effect.
- (5) Relation - Relation.
- (6) Time - Space.

c. Organizing Ability. Deficient.

- (1) Things.
- (2) Facts and Ideas.
- (3) Activities.
 - (a) Mental.
 - (b) Physical.
 - (c) People.
- (4) Time.

d. Judging Ability Deficient.

- (1) Concrete.
- (2) Abstract.
 - (a) Self.
 - (b) Right and Wrong.

e. Language Ability. Deficient.

- (1) Spoken.
- (2) Written.

f. Characteristics.

- (1) Keen.
- (2) Shrewd.
- (3) Common Sense.
- (4) Practical Judgment.
- (5) Speed of Mental Operations.
- (6) Impulsive or Deliberate in Thought.
- (7) Logical in Thinking.
- (8) Clear in Thinking (Coherent - Confused).
- (9) Language Facility.
 - (Learning, Using, Public Speaking).

II. AFFECTIVE FACTORS.

A. First Level.

(Positive).

(Negative).

1. Sense Feelings.

a. Auditory.

Noises, etc.

b. Gustatory.

(Certain Tastes.

c. Kinaesthetic.

(Distaste - Nausea.

d. Olfactory.

Physical Restraint.

e. Organic.

Certain Smells.

(1) Physical Well Being.

(Pain.

(2) Relaxation.

(Resisting Fatigue.

Tension.

(3) Rhythmic Changes
In Equilibrium.

(Sudden Changes

(In Equilibrium.

f. Tactile.

Annoying Touch Sensations.

g. Temperature (warmth -
coolness).

Heat and Cold.

h. Visual.

Certain Colours etc.

i. Some intensities.

2. Instinct Feelings.

a. Organic. (Success) (Failure) (Frustration)

| | | | |
|--------------------------------|---------------------|--|---|
| (1) Hunger & Thirst, (Sucking) | (Con- tent- ment. (| (Surrender) Feeling (Despair) | Restlessness (Irritation) Joyful (Annoyance) Rage (Anger) (Impotent) (Rage) |
|--------------------------------|---------------------|--|---|

Repuls- (Repulsing movements - rejecting the nipple,
ing (refusing food, nausea, are physical responses
Move- (peculiar to the eating instinct.
ments, (The initial affect is DISTASTE. Since the
Nausea. (three responses imply frustration - not
(getting what is wanted - the feelings accompany-
(ing frustration are also apt to be aroused in
(varying degrees.
(Disgust is not a simple emotion. It is
Disgust. (distaste intensified and associated with
(food normally desirable or is transferred to
(objects and experiences not related to eating.
(The oral feature of disgust is always obvious.
(it is a simple sentiment and it can become a
(defense mechanism.

| | | | |
|----------------|-------|-------------|---------------------|
| (2) Grasping) | Con- | (Surrender) | Restlessness. |
| (Reaching)) | tent- | (Feeling) | Joyful (Irritation) |
|) | ment | (Giving) | Rage (Annoyance) |
|) | (up) |) | (Anger |
| | | | (Impotent |
| | | | (Rage |

| | | | | |
|------------------|-----|-----|-----|-----|
| (3) Elimination. | do. | do. | do. | do. |
|------------------|-----|-----|-----|-----|

| | | | | |
|----------|-----|-----|-----|-----|
| (4) Sex. | do. | do. | do. | do. |
|----------|-----|-----|-----|-----|

b. Emotional.

| | | | |
|------------------------|-----------|-----------|---------------|
| (1) Specific Emotions. | (Success) | (Failure) | (Frustration) |
|------------------------|-----------|-----------|---------------|

| | | | |
|------------|----------|------------|------------------|
| (a) Fear |)Elation | (Submiss-) | Restlessness |
| (Escape |)Joy of | (ive) | Joy-(Irritation) |
| Instinct)) | Escape | (Feeling) | ful (Annoyance) |
| | | () | Rage(Anger |
| | | () | (Impotent |
| | | | (Rage |

| | | | | |
|----------------------|-----|-----|-----|-----|
| (b) Tender Emotion. | | | | |
| (Parental Instinct). | do. | do. | do. | do. |

| | | | | |
|------------------------|-----|-----|-----|-----|
| (c) Active Sympathy. | | | | |
| (Gregarious Instinct). | do. | do. | do. | do. |

| | | | | |
|-------------------------|-----|-----|-----|-----|
| (d) Aquisitive Emotion. | | | | |
| (Possessive Instinct). | do. | do. | do. | do. |

| | | | | |
|-----------------------|-----|-----|-----|-----|
| (e) Wonder. | | | | |
| (Curiosity Instinct). | do. | do. | do. | do. |

| | | | | |
|----------------------|-----|-----|-----|-----|
| (f) Wonder Lust. | | | | |
| (Migration Instinct) | do. | do. | do. | do. |

(2) General.

| | Satisfaction and Non-Satisfaction - Frustration | |
|--------------------------------------|--|-----|
| (a) (Play). | | |
| (b) (Construction, Manipulation). | do. | do. |
| (c) (Imitation). | do. | do. |
| (d) (Passive Sympathy). | do. | do. |
| (e) (Suggestibility). | do. | do. |

3. Characteristics Based on Sense and Instinct Feelings.

a. On Sense Feelings.

- (1) Sensuousness.
- (2) Swaying Back and Forth.
- (3) "Cranks" on Eating, Dressing,
Exercising, etc.

b. On Organic Instinct Feelings.

(1) Hunger and Thirst.

- (a) Gourmand.
- (b) "Gourmet."
- (c) "Finicky."
- (d) Satisfaction in Frustration.

(2) Sex.

- (a) Strongly or Weakly "Sexed".
- (b) Flirtatious.
- (c) Sexual Dilettantes.
- (d) Sexual Perverts.

Homosexuals - Emotional and Overt,
Masochism, Sadism, Fetishism,
Preference for Non-Genital Means
of Satisfaction.

- (e) Seeking Satisfaction in Masturbation.
- " " " Elimination or
retention of Faeces.

(3) Elimination.

- (a) Satisfaction in Frustration.

c. On Emotions.

(1) Elation.

- | | |
|-------------------------|---------------------|
| (a) Assertive. | Submissive Feeling. |
| (b) Determined. | Easily Discouraged. |
| (c) Forceful. | Meek. |
| (d) Bold. | Shy. |
| (e) Self Displaying. | Self Effacing. |
| (f) Leader (Emotional). | Follower. |
| (g) Confidence. (in) | Lack of Confidence. |

(Physical Ability,
Mental Ability,
Educational Equipment,
Social Position,
Opposite Sex,
Health, Organs,
Future, Religion).

(2) Joyful Rage. Anger.

- | | |
|------------------|----------------------|
| (a) Competitive. | |
| (b) Pugnacious. | |
| | (c) Irritable. |
| | (d) Having a Temper. |

(3) Fear.

- (a) "Love" of Danger.
- (b) Courage.
- (c) Recklessness in respect to Danger.
- (d) Conventionality.
- (e) Desire for Security.
- (f) Specialized Fear Reactions.

(Being alone, Social Disapproval,
Punishment, Hell, Darkness,
Disease, Failure, Sex, Insanity,
Death, Pain, Falling, Ghosts,
Lightning, The Strange and Unknown).

(g) Satisfaction in Frustration.

(4) Tender Emotion.

- (a) Desire for Affection.
- (b) " " Domestic Relations.
- (c) " " Children.
- (d) " " Welfare Activities.
- (e) Kind (f) Forgiving.
- (g) Satisfaction in Frustration.

(5) Sympathy (Active).

- (a) Desire to be Accepted.
- (b) " " " Praised, Approved.
- (c) Sociable.
- (d) Fraternal.
- (e) Satisfaction in Frustration.

(6) Wonder (Curiosity).

- (a) Desire for Exploration.
- (b) " " " The Novel in Things,
Ideas, Sex, Experiences,
Facts.
- (c) Satisfaction in Frustration.

(7) Aquisitive Emotion.

- (a) Collecting.
- (b) Hoarding.
- (c) Miserly.
- (d) Possessive.
- (e) Passionate for Wealth.
- (f) Dishonest in Property Matters.
- (g) Satisfaction in Frustration.

(8) Wander Lust (Migration).

- (a) Running Away - Desertion.
- (b) Desire for Travel - Moving.
- (c) Satisfaction in Frustration.

(9) (Play).

- (a) Playful.
- (b) Frivolous.

(10) (Construction).

- (a) Desire to Contribute.

(11) (Imitation).

- (a) Mimicry.

(12) (Sympathy, Passive).

- (a) Considerate.
- (b) Sympathetic.

(13) (Suggestibility).

- (a) Credulous.
- (b) Trusting.

B. Second Level.

1. Sentiments.

a. Simple.

(1) Superiority. Inferiority.

- (a) Physical Ability.
- (b) Mental Ability.
- (c) Social Position.
- (d) Early Background.
- (e) Appearance. (i) Organs.
- (f) Education. (j) Wealth.
- (g) Authority. (k) Power.
- (h) Reputation. (l) Performances.

(2) Disgust.

- (a) Blood. (d) Filth - Slime.
- (b) Corpses. (e) Snakes.
- (c) Distortion. (f) Ugliness.

(3) Compulsions.

- (a) Pathological Lying and Stealing.
- (b) Drives Toward Specific Acts.

(4) Phobias.

- (a) High Places.
- (b) Open and Shut in Places.
- (c) Disease.
- (d) Dirt.

(5) Apprehensions.

(6) Anxieties.

(7) Paranoid Conditions.

- (a) Ideas of Reference.
- (b) Ideas of Persecution.

b. Complex Sentiments.

(1) Love.

- (a) Self.
- (b) Others.

(Children, Friends, Persons,
Groups—Of The Same and
Opposite Sex).

(c) Abstract.

(Democracy, Honesty, Humanity,
Justice, Liberty, Nationality,
Religion, Truth).

(2) Hate.

- (a) Self.
- (b) Others.

(Individuals, Groups).

(c) Abstract.

(Ideas, Institutions, Systems).

2. Interests.

a. Interests Based on Sense Feelings.

- (1) Art - Music, Painting, etc.
- (2) The Outdoors.
- (3) Satisfying Of Specific Sense Feelings.

b. Interests Based on Organic Instinct Feelings.

- (1) Eating For Eating's Sake.
- (2) Sex.

- (a) Persons of Same Sex.
- (b) Persons Of Opposite Sex.
- (c) The Feelings Rather Than the Object.
- (d) Pornographic Material.
- (e) Social, Moral, Economic Phases of Sex.
- (f) Sex Fantasy.

c. Interests Based on Emotions.

(1) (Play).

- (a) Sports.
- (b) Recreations.
- (c) Specific Hobbies.

(2) (Construction).

- (a) Mechanics.
- (b) Architecture.

(3) (Sympathy - Passive).

- (a) Emotions of Others.

(4) Elation (Positive Self Feeling).

- (a) Leadership.
- (b) Executive Work.

(5) Joyful Rage.

- (a) Competition.
- (b) Struggles.
- (c) Wars.

(6) Tender Emotion.

- (a) Family Life.
- (b) Child Guidance, etc.
- (c) Charities.
- (d) Philanthropies.

(7) Sympathy (Active).

- (a) Clubs.
- (b) Sociological Problems.
- (c) Other People.

(Their Mental Processes, Feelings,
Conduct).

(8) Wonder (Curiosity).

- (a) Research.
- (b) Exploration.

(9) Acquisitive Emotion.

- (a) Gainful Activities.
- (b) Wealth.

(10) Wander Lust (Migration).

(a) Travel.

d. Interests Based On Sentiments.

(1) Self.

- (a) Own Ideas.
- (b) Own Feelings.
- (c) Own Accomplishments.
- (d) Own Possessions.

(2) Others.

(a) Same or Opposite Sex as Love Objects.

(3) Abstract.

- (a) Justice.
- (b) Law.
- (c) Philosophy.
- (d) Politics.
- (e) Religious Activities.

(4) Combination of Sentiments.

- (a) Vocations.
- (b) The Abnormal.

3. Characteristics Based on Sense Feelings, Instinct
Feelings, Sentiments, and Interests In Various
Combinations.

a. Love and Hate.

- (1) Desire for Attention - Publicity.
- (2) Loyalty.
- (3) "Righteous Indignation".
- (4) Romanticism.
- (5) Sentimentality.

b. Compensation Mechanisms.

- (1) Bluffing.
- (2) Boasting.
- (3) Conceit.
- (4) Dreaming.
- (5) Fantasy.
- (6) Fixation of Interest.
- (7) Good Intentions.
- (8) Hope of Future.
- (9) Idealization.
- (10) Identification.
- (11) Introversion.
- (12) Lying - Exaggerating.
- (13) Over-Aggression.
- (14) Over-Conscientiousness.
- (15) Over-Coarse, or Refined.
- (16) Over-Expressive.
- (17) Over-Harsh.
- (18) Rationalization.
- (19) Reforming.
- (20) Sublimation.

c. Defense Mechanisms.

- (1) Amnesia.
- (2) Catatonia.
- (3) Confusion.
- (4) Conversion.
- (5) Crying ("Emoting")
- (6) Dementia Praecox.
- (7) Denial.
- (8) Depression.
- (9) Evasion.
- (10) Fluster.
- (11) Hysteria.
- (12) Inertia.
- (13) Inhibition (Functional)
- (14) Inversion Of Affect.
- (15) Mania.
- (16) Neuroses.
- (17) Over-Activity.
- (18) Projection.
- (19) Regression.
- (20) Repression.
- (21) Retardation.

d. General Adjustment Mechanisms.

Adjusting by:

- (1) Abandonment of Object or Desire.
- (2) Acquiring Knowledge.
- (3) Compromise.
- (4) Conscious Change of Self.
- (5) Elimination of Purpose.
- (6) Flexibility - Adaptability.
- (7) Understanding.
- (8) Substitution.
- (9) Suppression.

e. Attitudes.

Toward:

- (1) Economic Systems.
- (2) Educational Systems.
- (3) Industrial Systems.
- (4) Political Systems.
- (5) Marriage Institutions.
- (6) Penal Institutions.
- (7) Religious Institutions.
- (8) Welfare Institutions.

f. General Traits.

- (1) Dependability.
- (2) Dishonesty - Honesty.
- (3) Enthusiasm.
- (4) Envy.
- (5) Patience.
- (6) Pride.
- (7) Tolerance.
- (8) Truthfulness - Lying.

C. Third Level.

1. Ideals.

- a. Desire For Extinction.
- b. Desire To Live.
- c. Desire For Personal Satisfaction.
- d. Desire For Permanence - Security - The Absolute.
- e. Desire for Self Realization - Development.
- f. Desire For Success - Accomplishment.
- g. Desire For Superiority.
- h. Desire For Utility - Service.

2. Characteristics Based On Ideals.

- a. Ecstasy.
- b. Fairness.
- c. Happiness.
- d. Hedonism.
- e. Honour.
- f. Idealism.

III. PHYSICAL FACTORS.

A. Capacities.

1. Energy.

- a. Expenditure.
- b. Fatigue.

2. Speed Of Movement.

3. Co-ordination.

- a. Finger and Hand.
- b. Complex Skilled Movements.
- c. Walking.

4. Motor Control.

- a. ~~Choreiform~~ ^{Choreiform} Movements.
- b. Exaggerated Movements.
- c. Over-Activity.
- d. Random Movements.
- e. Retardation.
- f. Tics..

5. Impaired Capacities Due To Organic Lesions.

- a. Epilepsy.
- b. Fevers.
- c. Head and Spine Injuries.
- d. Meningitis.
- e. Other Diseases (Mastoid etc.)
- f. Sleeping Sickness.
- g. Syphilis.

B. Characteristics Based on Physical Factors.

1. Asymetry.
2. Awkwardness.
3. Divergence From Masculine & Feminine.
4. Frequent Falling.
5. Gait.
6. Height.
7. Loss of Limbs or Organs.
8. Maturity Of Development.
9. Muscular Development.
10. Posture.
11. Robustness.
12. Slowness of Dressing.
13. Slowness of Speaking.
14. Spasticity - Flaccidity.
15. Stoutness.
16. Strength.
17. Weight.

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